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FRONT COVER ILLUSTRATION

The new candidate for end imagines himself as a pass catching all-star. Much to his dismay he learns that blocking, tackling, and any number of fundamentals must come first.

Sports Must Be Truly Democratic

International basketball is governed by the Federation of International Basketball Associations. This organization, among others, arranges for basketball competition in the Olympic Games. One organization from each participating country is permitted membership in the FIBA and, as might be expected, the AAU holds this membership for the United States. Now, we have no complaint about AAU basketball; in fact, we highly recommend the AAU-sponsored tournaments and leagues as providing well-coached and well-played basketball. However, in the total basketball picture, AAU

basketball is a mere drop in the bucket when compared to the high school and college game. The National Basketball Committee of the United States and Canada prepares the rules for all of our high schools and colleges and, as such, represents an overwhelming majority of the amateur basketball played in this country. There is a place for the AAU in the sports picture, but it must only be in proportion to the number of AAU teams or activities in a given sport. In track and basketball, the AAU no longer can speak for the majority. According to our democratic way of thinking, those organizations which represent the majority should have the most to say regarding the governing of certain sports and the selection of our international teams.

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*from here
and there*

THE Southern Intercollegiate Golf Tournament, played each year at the Athens, Georgia Country Club, has seen its winners go on to become leading golf tournament players. Among previous winners of the tournament will be found such names as Fred Haas (1936), Al Besselink (1948 and 1949), Arnold Palmer (1950), Bill Maxwell (1951-1952), and Dave Ragen (1956). Others who have participated in the past and whose names are continually among the winners in national tournaments are Harvie Ward, Don January, and Frank Stranahan... Jim Whatley, Georgia baseball coach and top football assistant to coach Johnny Griffith, was an all-SEC tackle, twice all-SEC basketball center and played first base on three SEC championship teams while a student at Alabama in the middle 1930's... Ever stop to think what a complex job an athletic director at a major institution has? At Alabama in the two months between March 15 and the concluding tournaments on May 13 the spring sport teams will compete in 75 events. Exclusive of Sundays, there will be at least one team competing every day but seven, and one Sunday finds the golf team in competition. Forty-six of the contests are out of town necessitating correspondence and arrangements for transportation and lodging... Idaho is currently considering a special classification for the nine largest schools in the state. Should the change go through, it would mean the third classification change for these schools in two years... Opponents of junior high school athletics on the grounds of medical reasons will be interested to know that the New York Medical Society unanimously approved the New York State Public High School Athletic Association's "Report of Committee on Athletics for Boys in Grades 7, 8, and 9." A few years ago New York recognized that junior high school athletics were becoming a part of the scholastic sports picture and, after extensive study, formulated a well-conceived plan. Jim Root, backfield coach at the University of Miami (Fla.), played at the other University of Miami (Ohio) for two years under Woody Hayes and two years under Ara Parse-

ghian... In the November 1958 *Bulletin of the National Association of Secondary Principals*, there was a survey on junior high school athletics which showed that about 85 per cent of the junior high schools had interscholastic programs as reported in our December issue. What we did not mention then was that 45 per cent of these schools had either started programs or expanded theirs since 1950. In the intervening ten years has the AAHPER changed or are they still of the opinion that: "Interscholastic competition of a varsity pattern and similarly organized competition under auspices of other community agencies are definitely disapproved for children below the ninth grade."

* * *

COLORADO conducted its first state volleyball meet last fall and it was so successful that the sport has been approved as a state-sponsored activity again next fall... Texas flatly refused to be a party to the NCAA regulation which would limit the college eligibility of any player who participated in an all-star game between high school graduation and enrollment in college without the approval of the state association. Texas took the stand that a graduated senior was beyond the jurisdiction of the Texas League and as long as this was to be a condition of college eligibility then it was a matter for the colleges to enforce... The new basketball film of Official Sports Film Service features players of the Ames, Iowa, High School. Filmed during the first week in April, it will be available for distribution through the various state high school associations after August 1... A study in Minnesota disclosed that the incidence of dental injuries in contact sports for those not wearing a mouth or tooth protector was 26 per 1000 competitors compared to one and a fraction among 3,000,000 competitors wearing properly fitted guards... Ralph Hester, athletic director at Austin College, Sherman, Texas, was a member of the 1935 state championship basketball team from Denton. In their three tourna-

(Concluded on page 54)



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COACHES' CLINIC

Question:

Do you prefer the rhythmic, non-rhythmic or combination of both for the count and why?



W. W. HAYES, Ohio State University

Years ago Bud Wilkinson sold me on the non-rhythmic count and I doubt that I shall ever change. During the 1960 season we operated with only one off-side penalty called against us, and that was on a sophomore end who lined up off-side. We operate on either a first *set*, a second *set* or, on rare occasion, a third *set* if we feel the defense is prone to charge on the first or second *set*. This *set* must be barked in order to trigger the offense and should not have the sound of any other word that is used at the line of scrimmage. In order to achieve the greatest success in crossing the line of scrimmage in perfect unison, a coach must use the simplest starting count he can find. That is why we use the non-rhythmic count.



RALPH JORDAN, Auburn University

I prefer the rhythmic count because it allows each offensive player, other than the center and quarterback, to anticipate the start. If it is taught correctly, the offense is given a slight advantage. The player with less reaction ability has an opportunity to adjust his start to conform to the team charge. We do not expect the center to anticipate, but to make his movement on the count. Occasionally, we start on the first sound which is non-rhythmic. Our reason for doing this is to force the defense to show its position quickly. In order to perfect and maintain an offensive team charge, using the rhythmic count, a constant check must be made of the timing between the snap of the ball and each individual's charge.



JESS C. NEELY, Rice University

This has been a controversial subject among members of our staff. I feel that the rhythmic count gives the offensive team a little advantage over the broken count, because the players are able to anticipate the snap of the ball. The rhythmic count also allows us to place a man in motion at a certain position without having to watch him. As I see it, the non-rhythmic count more or less places the offensive team on the same basis as the defensive team, because the players cannot anticipate the snap of the ball. I have also heard that the non-rhythmic count eliminates men being off-side; however, I feel that this is not true, as we have had just as many men jump off from one count as the other.



JORDAN OLIVAR, Yale University

We prefer the rhythmic count because it seems to give our team a sense of unity. Over the years our teams have had very few off-side penalties. Many coaches contend that the rhythmic counts give the defense a chance to anticipate the ball snap and neutralize the advantage that the offensive team might have in starting faster. In analyzing our movies, we found that the players were not losing momentum to the defense on the line of scrimmage. Occasionally, a non-rhythmic count is used by snapping the ball on the first spoken word. The only reason for this is to prevent a defensive team from shifting defenses at the last possible second and perhaps throwing off some of our offensive assignments. We feel that mixing the first spoken word cadence with a rhythmic count provides all the advantages any other snap count could.

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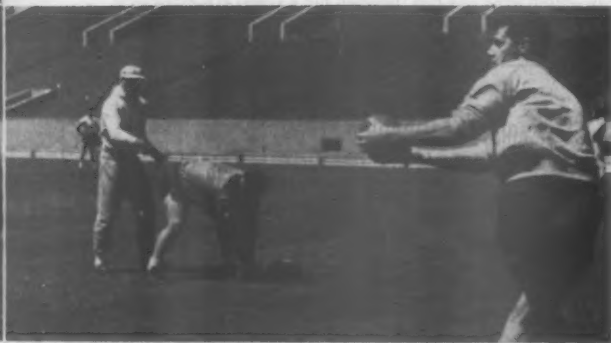
Drills for Quarterbacks

Quick Pass Drill 14.

THE purpose of this drill is to serve as a warm-up and allow the passers to throw as many passes as possible in a limited period.

Instructions:

1. Many times a drill will serve its purpose, but is limited because it is too involved and does not provide enough repetition to be beneficial. However, here is a warm-up drill which allows the passer and receivers to throw and catch with little lost time. In addition, the passer and receivers are practicing frequently used maneuvers.
2. One major shortcoming in many passing and kicking drills is using an insufficient number of footballs. This point is particularly true in the case of the quick pass drill. Three to five balls are necessary, as well as one player or manager to feed the center.



3. Place a center, quarterback, and several receivers on offense. The receivers may be all the right ends as shown in Illustration 6. No defensive players are employed.
4. The quarterback calls cadence and the ball is usually snapped on a quick count.
5. All the receivers run the same pattern for the quick pass. If the drill is used as a warm-up, they are not allowed to line up wider than seven yards.
6. As shown in Illustration 2, the passer is about to release the ball and is looking directly at his target. After taking two or three steps, the receiver will catch the ball.
7. Illustration 3 shows the follow-through, and the ball must be thrown with good velocity.
8. The ball has been thrown. Illustrations 3, 4, and 5 show the receiver with his arms outstretched, fingers well spread, and looking the ball into his hands.



15. Quick Pass Footwork Drill

THE purpose of this drill is to develop the footwork and rhythm necessary in throwing a quick pass.

Instructions:

1. This drill was not designed to see how many passes can be thrown, but to perfect the footwork necessary in throwing a quick pass.
2. Station a center, quarterback, and several receivers on offense. The center should have at least two footballs, so that valuable time will not be lost (Illustration 1).
3. As shown in Illustrations 2 and 3, the quarterback has received the ball and is pushing off his left foot with his right foot dropping back.
4. Illustration 4 shows the ball elevated above the quarterback's head with short arm action, and he is looking directly at his target.
5. The quarterback has completed his follow-through and the receiver is accepting the ball with his thumbs together and fingers well spread (Illustrations 5 and 6).

Run as a feature each
month — September 1960 — June 1961.

Prepared by **GEORGE H. ALLEN**
Assistant Coach, Chicago Bears Football Team
and author of "Complete Book of Winning
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Zeke Bratkowski and Ed Brown



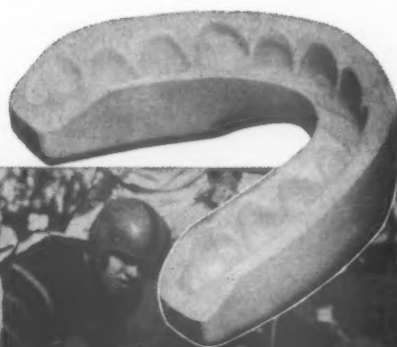
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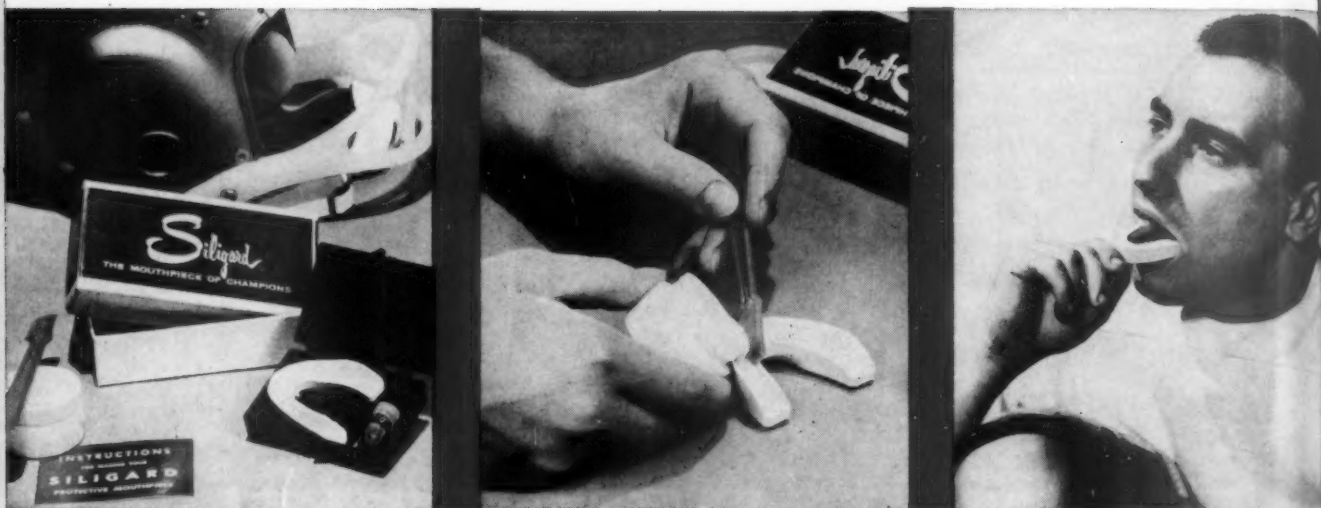
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End Play

By ED BESSELL

Football Coach, Cumberland, Virginia, County High School

THE ends should be the most versatile players on a football team, an unusual combination of back and lineman. *They must, a fellow coach once remarked, have the punch of a heavyweight, the speed of a lightweight, and the brains of a college professor.* Certainly, that statement was made in jest, but, in reality, it is not too far from the truth. Let us check the multiple assignments of this position. The ends must block the two strongest men on the defense, the linebackers and tackles. They should be able to catch a pass and upon receiving it run like a fleet-footed halfback. They must carry the ball on the end around, cover kicks with great agility, and with the advent of the wing T, pull along the line of scrimmage to run interference. In addition, they have the longest distance to cover on down-field blocks.

Defensively, the end is called upon to stop the off-tackle slant, the end run, reverses inside and out, rush the passer, block the kicks, and defend against flat passes. Quite obviously, an all-around performer is needed for this post and when looking for the right man, the coach considers height, agility, speed, size, running, blocking, and tackling ability. Very seldom does a player possess all of these attributes. However, the terminal position is one that requires skill, or in a word finesse, much of which is learned. Therefore, the boy with average ability, if he will take the time to master the techniques of this position, can become a good end. Also, the talented player, if he does not work to develop his style, will not reach his full potential. The following offensive and defensive techniques are basic and ones with which both players and coaches should be familiar.

Stance and Start. Nearly everyone watches the offense, rather than the intricacies of defense, so we shall begin with the offensive maneuvers of the ends.

First, we would like to point out that ends in most offensive situations move to the inside, or in a direction opposite their position. Therefore, they, like halfbacks, should keep the inside foot back giving them greater mobility toward their assignments. A modified sprinter's stance is the most effective for this position. An end's feet should be comfortably spread, his knees aligned with his ankles, inside toe slightly behind the forward heel, body parallel to the ground, head up, and weight distributed equally between his fingers and feet (Illustration 1). If more speed is desired, he should narrow the spread of his feet and raise his rump a few inches. For more blocking power he should spread his leg base, lower his rump, and place the forward weight of his body on his knuckles. It is important to remember that the fastest start from this stance is obtained by allowing the rear foot to go forward first, while moving the arms in a piston like motion. Then the inside foot should be thrust backward and the outside foot should move forward.

Blocking. Ends need master only two types of blocks, the shoulder block on linemen and linebackers and the cross-body block on backs in the defensive secondary. All other blocks are outgrowths of these two, and may be added to the end's repertoire as his knowledge of the game increases.

Blocking techniques vary with time and coaches; however, we believe these two to be sound and reliable. For a line block, let us suppose a left end is blocking a defensive tackle. The end takes a step with his inside foot toward the defensive man (Illustration 2). This enables him to keep his body under control,



Illustration 1



Illustration 2



Illustration 3



Illustration 4



Illustration 5

and at the same time determine the direction of his opponent's charge. In this case, the tackle is slanting toward him. Therefore, the end should dip underneath the torso of the tackle, hitting with his right shoulder by springing off his right leg (Illustration 3). He finishes by bringing his head up, bulling his neck, and moving his feet in a vigorous churning motion (Illustration 4). Had the tackle slanted in, the end would have gone down the line placing his head in front and hitting with his left shoulder.

A sound method of blocking linebackers is to run through them. This may be accomplished by getting off to a quick start, running directly toward the man with the body leaning forward, dropping the shoulder into his midsection (Illustration 5), and driving on through. There should be no hesitation before contact, as in the line block, and if the end will swing his arms vigorously when moving out, the rhythm for the block will come easier. It is not wise to use a cross-body block on linebackers, because as the player leaves his feet, the drive from his legs is lost, thereby giving an advantage to an opponent who is usually a strong defensive man.

The cross-body block should be used in the open field. In this situation, the blocker has usually developed enough speed and momentum to knock a man down. When carrying out this block, the end should lead as if to throw a shoulder block, and then swing his body into his opponent by driving off his rear foot and throwing his hip at the waistline. The end finishes the block by hooking his forward knee behind the defensive man's leg or by rolling his body.

Faking can be an important element in blocking when a defensive end or tackle is playing the head of the blocker. The end should, if he wishes to take the man in, give a head fake to

the inside, lead the defensive man in the direction he wishes to block him, and then use the previously described shoulder block. If he wishes to block the man out, he should fake outside and block accordingly.

Releasing for Blocks and Passes. There are many occasions when the ends will be held up at the line of scrimmage by the opposition. This can be extremely detrimental to an offense; therefore, the ends must learn how to elude these men.

A quick start, as in most offensive situations, is an invaluable asset. However, that alone will not suffice as some ends are faster than others. The end may split any amount of yardage until he finds running room. When he stays in close, he must use various maneuvers. The dip-out is an excellent one to use in releasing and is especial-

Edmund Bessell graduated from Virginia in 1951 after playing end on the varsity for Art Guepe. Since graduation he has served as head football coach at Trinity School in New York City, athletic director at Fishburne Military School, Waynesboro, Va., and his present position as head coach at Cumberland.

ly effective for running passes. The end begins by diving out on all fours for a few yards, and then springs up running. The fundamental head and body fake may also be applied in this situation. If a right end wishes to get to the outside, he should anticipate the count, take a half step inside with his left foot, and at the same time move his head and body in that direction. Then he should drive off his left foot moving his body quickly to the right and away from the hold-up. A clever end may combine the head and body fake with the dip-out for a *fancy-Dan* release (Illustrations 6 and 7).

Finally, ends cannot play *patsy* when the defense holds them up. They must get tough when the defense gets rough with them.

Faking. Once in the secondary, the end must get in the clear. Perhaps the most relied upon technique, and one that should be in every player's bag of tricks, is the head and body fake. For instance, when the end meets a halfback who is trying to cover him, he proceeds to elude him by making a move in a direction opposite the one in which he intends to go.

Let us describe the moves a right end should make when he is running a flat pass defended by a linebacker. The right end moves to a point approximately five yards past the line of scrimmage. He stops his forward progress with his left foot, moves his head

and body to the left and then, with a snapping motion, moves his whole frame to the right aided by the drive of the left foot. This move may be doubled, and on some occasions tripled. The hook is a sure pattern, and if it is executed properly, should result in completions nine out of ten times. This move contains the ingredients of a head and body fake and those of a military rear march. A pass receiver should make it a rule to turn away from defenders.

Now, suppose the left end has been told to hook eight yards downfield. The defensive halfback is on his outside shoulder. Then he must turn to the inside by stopping his forward movement with his left foot accompanied by a slight faking motion forward. He pivots to the rear on his right foot bringing his left foot back to the inside, but spread from the right to regain balance for maneuvering.

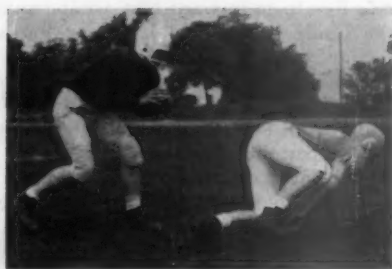
Upon receipt of the ball the end should fake to the inside and roll toward the outside. The spin-out is an unusual move though not always a practical one. For clarity let us use the right end as our demonstrator and assume he has been told to run an *in and out* pattern. The receiver releases downfield at three-quarters speed, making a rounded turn to the inside. He allows the defender to stay with him, and then abruptly halts his forward

(Continued on page 74)



Illustration 6

Illustration 7



The Designation Passing System

By PHIL KRUEGER

Backfield Coach, Long Beach City College, Long Beach, California

MOST football teams that employ the possession style of offense, the belly series or basic split T, run into situations where considerable yardage is needed quickly. The ball-control offenses are not designed to meet these situations adequately. Their ground plays do not afford good pass blocking when the defense is anticipating a pass.

When confronted with this problem, we instituted a designation pass system as our solution. Basically, this is an effective pass series employing cup blocking and a variety of flanker sets. In it the quarterback uses a simple method to designate the receiver and his pass pattern, and the decoys and their pass patterns. This designation pass system proved to be a simple, easily learned, and successful complement to our ball-control game.

Our experience indicates that long valuable practice time is not required to incorporate this system into an attack. Nevertheless, the variety of possibilities presented by the designation pass system places considerable pressure on the defense and thus enhances our ball-control game.

Further, in using this system our players were able to exploit the pass defense weaknesses of individual defensive backs extremely well. Also, they were able to adjust our passing strategy to game situations on the sidelines in the heat of action.

Our designation pass system is operated from eight flanker set formations—

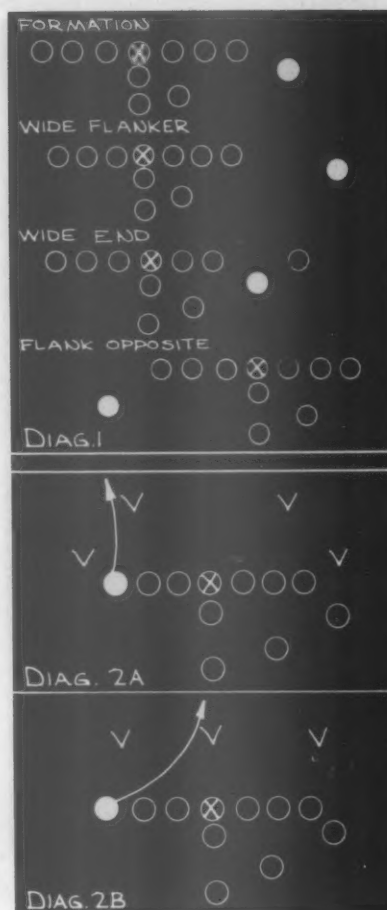
four to the right (Diagram 1) and four to the left. The left formations are designated 9 *Wide Flanker*, etc. These same formations are employed in our running game.

The actual operation of the system is simple. The weak end, the end on the side where there is no flanker, runs one of two possible patterns. If he is faced with a box defense, he runs through the near halfback; if he is faced with a diamond defense, he runs through the safety (Diagram 2).

The end and flanking halfback who are located on the same side are called the strong end and flanker. Their maneuvers vary in accordance with the quarterback's preference. If the quarterback designates a maneuver for the flanker to execute, the strong end runs a down-and-out pattern; if the quarterback designates a maneuver for the strong end, the flanker runs a down-and-out pattern automatically.

For example (Diagram 3), the flanker has been told to box-out. This then would be the resulting action. The weak end would run through the safety; the strong end would run a down-and-out pattern; and the flanker would box-out, anticipating the pass.

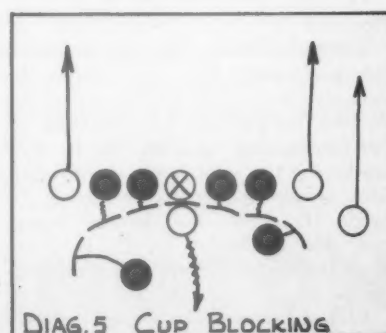
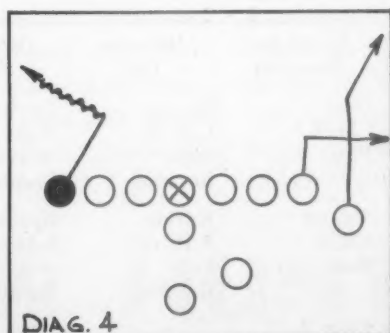
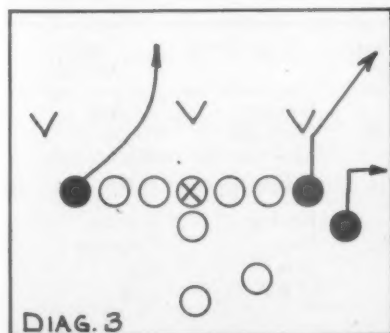
In actual operation last season, sometimes two men were assigned maneuvers to execute, and on occasion all three men have been designated. In fact, our most productive scoring tool from this system has been the in-and-out pattern to the weak-side end (Diagram 4).

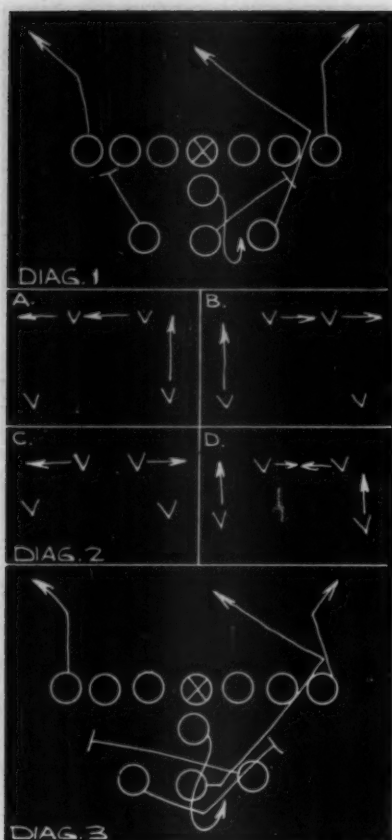


The blocking for the designation pass system is simple. When the linemen hear the designation system called, they know they must execute cup blocking (Diagram 5). That is they step up, then rooster fight, offering passive resistance as they retreat. The fullback blocks to the side vacated by the flanker. The remaining halfback blocks on his own side. Our quarterback is taught to fade back quickly into the cup and set up for business.

In regard to the specific pass receiving maneuvers, our ends and halfbacks

(Continued on page 64)





Checking Box Pass Defense Keys to Aid the Passing Game

By JACK STOVALL

Football Coach, University High School, Ann Arbor, Michigan

KNOWING the players that the opponents are keying when they are in a rotating type box pass defense better enables the offense to hit them at their weakest areas with a passing game.

There are exceptions to these assumptions, but if a team is playing a rotating zone box pass defense the players are generally doing one of the following: keying the offensive ends and the near-side halfbacks, the far-side halfbacks or the one back. They may be pre-determining rotation by one or a combination of field position, down, yardage, play frequency data, and personnel.

Our first key check pass is shown in Diagram 1.

Diagram 2 shows the four defensive reactions which can occur unless the defensive team is stunting. A shows the defense keying the left halfback or pre-determining rotation. In B, they are keying the right halfback, the fullback or are again pre-determining rotation. C shows the defense keying near-side halfbacks. In D, they are cross-keying on the opposite side halfbacks.

Our second key check pass is shown in Diagram 3.

Four possible defensive reactions are also shown in Diagram 2. The defense is: 1. Keying the right halfback or pre-determining rotation. 2. They are keying the left halfback, the fullback or pre-determining rotation. 3. The halfbacks are being cross-keyed. 4. The defense is keying near-side halfbacks.

After running the second key check play, the coach can review the conclusions he has drawn from the results of the first check play. Now he should know which players the defense is keying on. A chart similar to that shown in Diagram 4 may be helpful in determining the defensive keys.

If the defense is keying near-side

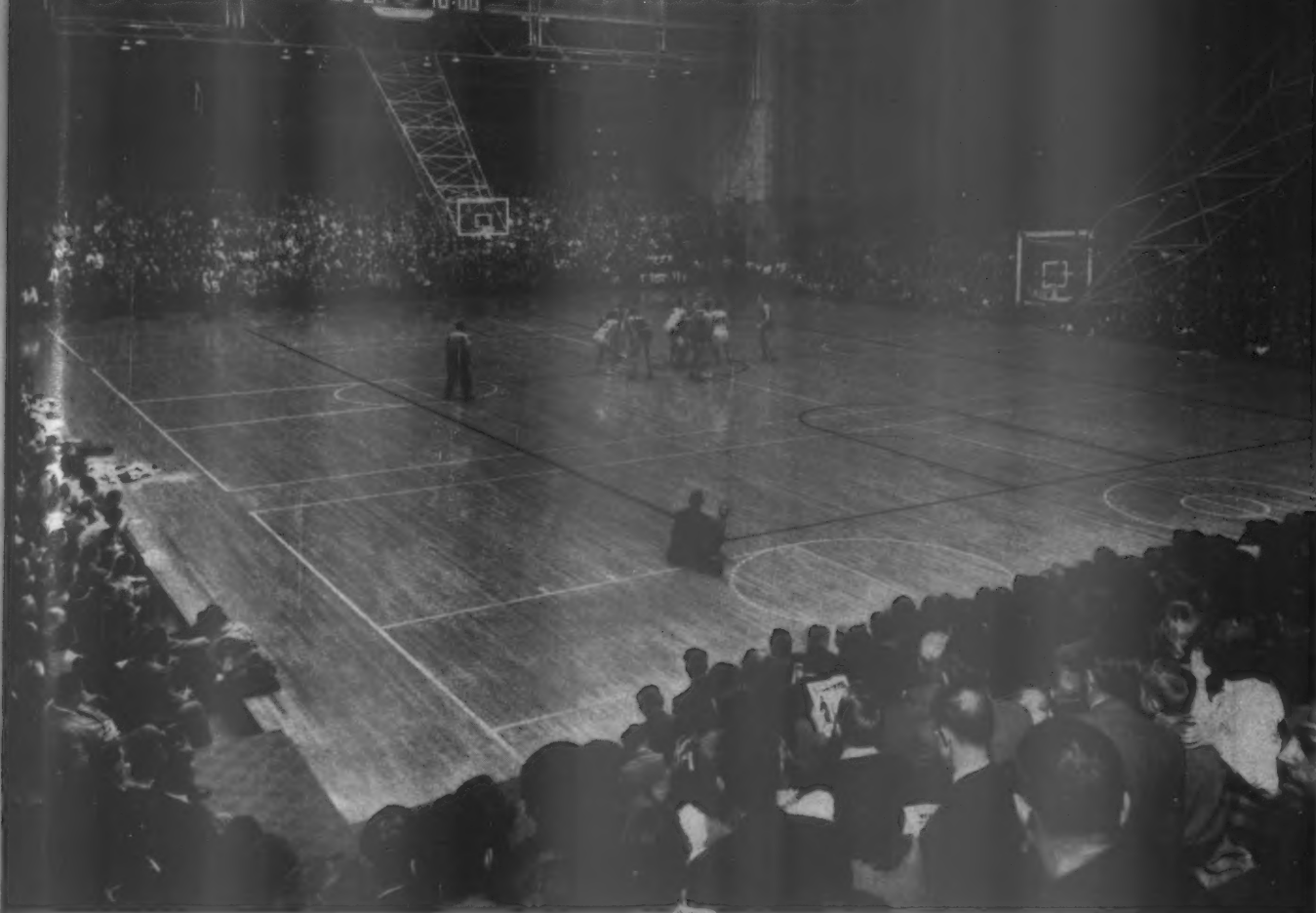
halfbacks or cross-keying halfbacks, one of the two key check passes should have brought desired results.

If the defense is keying any particular back, plays can be used in which their key is sent into an action type pass protection block away from the desired area of attack.

Defensive Reaction	Rotation Left	Rotation Right	Four Deep	Split Middle
First Check Pass	Keying L.H. or Pre-Rotating	Keying R.H., F.B. or Pre-Rotating	Keying Opposite Side H.B.s	Keying Near-Side H.B.s
Second Check Pass	Keying R.H. or Pre-Rotating	Keying L.H., F.B. or Pre-Rotating	Keying Near-Side H.B.s	Keying Opposite Side H.B.s

Diag. 4

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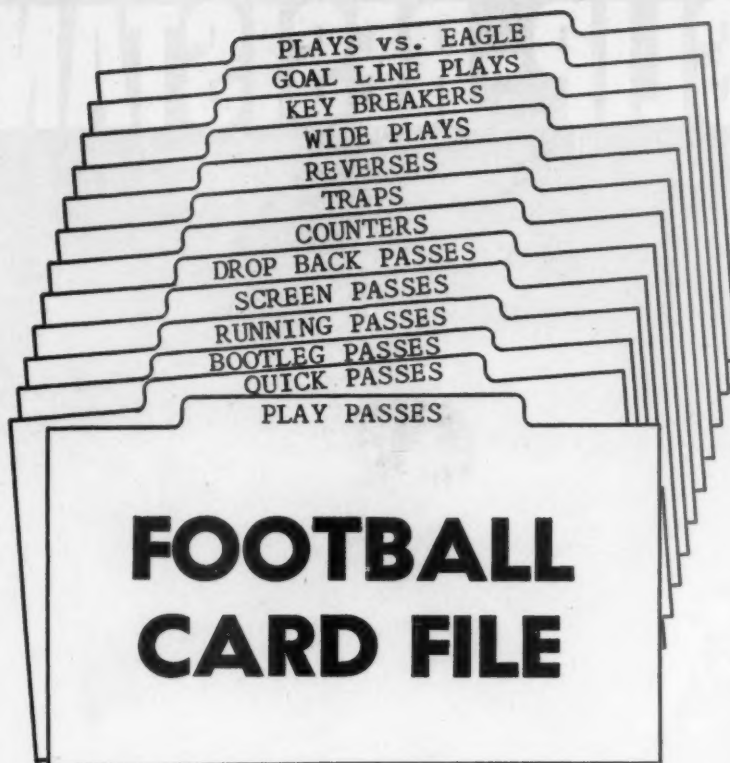
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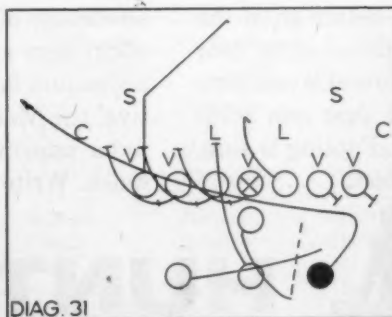
Football Coach, Abilene, Texas, High School

Editor's Note: A football card file is a device used by many coaches to catalog plays. Culled from over 800 plays, these plays are not basic, but rather those that might be added from week to week. The plays have been arranged by classification, and it is suggested that divider cards be purchased from the local office supply store and used for ease in locating a particular play. These plays are printed in such a manner that the diagrams and descriptive matter can be mounted on 3" x 5" file cards. The first 30 plays appeared in the March issue and a limited number of copies are still available.

SCREEN PASSES

SCREEN LEFT (Diag. 31)

As shown in the diagram, the quarterback fakes to the fullback and drops back five yards to throw. When he gets the rush, he drops about three additional yards and tosses to the right halfback who steps at the end and then sets behind the right tackle. The right tackle and right end hit and ride their opponents to the outside. The right guard blocks two counts and then releases his block and goes downfield when the ball is thrown. The left tackle, left guard, and center all block to the left three counts and then release downfield.



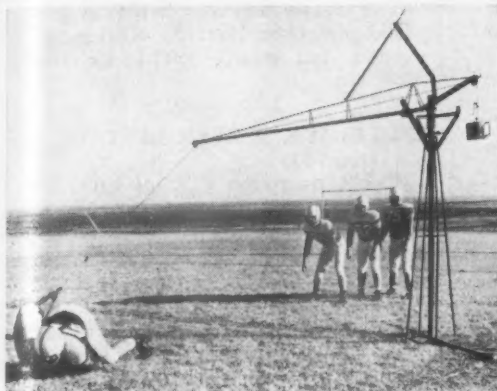
DIAG. 31

DEWEY BROWN'S

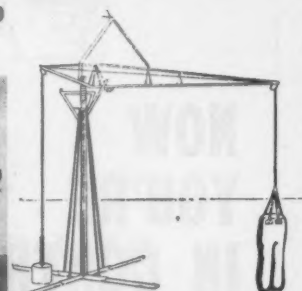
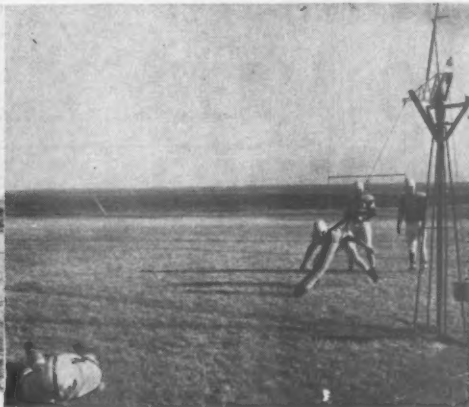


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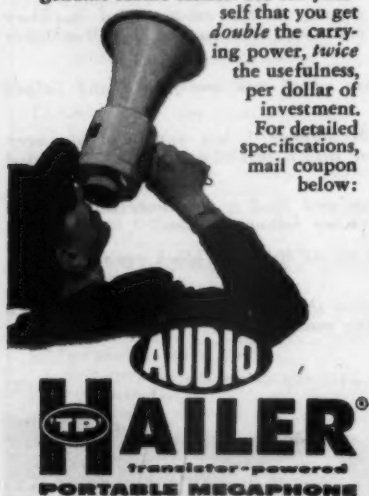
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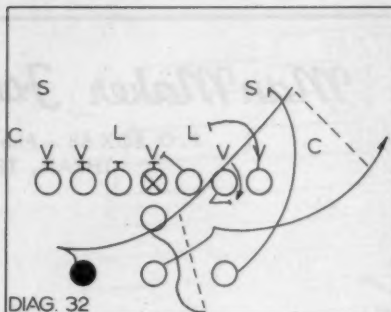
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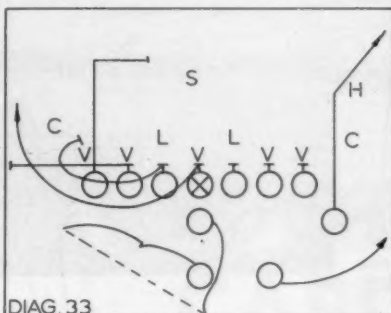
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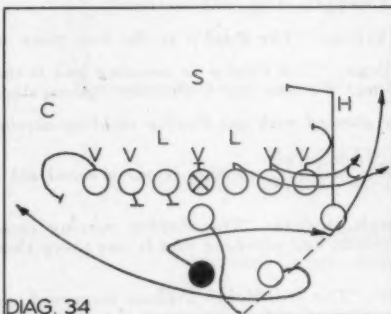
UTAH SCREEN (Diag. 32)

ON this play the quarterback drops back about five yards while holding the ball high. Then he tosses the ball with a soft flip to the left halfback who has stepped up and out. The left halfback hesitates and then catches the ball behind the center. The key to success on this type of play is good solid protection from the right guard, center, left guard, left tackle, and left end.



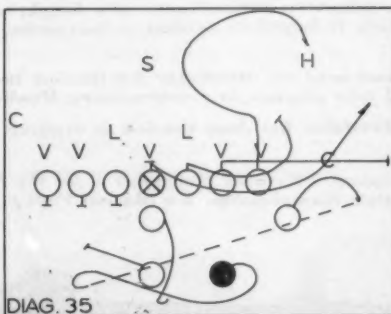
FULLBACK SCREEN LEFT (Diag. 33)

OUR quarterback drops back five yards. When he sees the rush, he retreats three additional yards. We feel that if he drops back 8 to 10 yards he telegraphs to the defense that the screen is on. Our left tackle, left guard, and center all bump block hard, and the left tackle blocks out. The left guard pulls and looks in; the center pulls and blocks anyone. Then the fullback goes, sets in protection position, makes an attempt to block the end, and gets set to receive the screen.



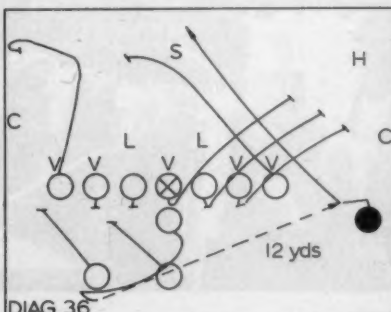
FULLBACK SCREEN RIGHT (Diag. 34)

WE have had good success with this pass in connection with the Statue of Liberty. The quarterback drops back 7 yards, fakes to the right halfback on the Statue of Liberty, then tosses the screen to the fullback who hesitates, and sets up to the right. The right guard, right tackle, and right end bump hard and then the right end blocks out. The right tackle looks in, and the right guard leads.



STATUE SCREEN RIGHT (Diag. 35)

ANOTHER variation of the fake Statue of Liberty with the flanker receiving the screen pass is shown. The center, right guard, and right tackle bump hard. Then the right tackle blocks out, the right guard looks in, and the center leads.



SCREEN WIDE FLANKER (Diag. 36)

A screen that goes well with a roll-out type pass series is shown in this diagram. The quarterback rolls to his left, sets his right foot, turns, and throws to his flanker who is coming toward him slowly. As soon as the flanker receives the ball, he cuts behind the center, right guard, and right tackle who bumped and released downfield when the ball was thrown. The left tackle and left guard block solid until the ball is released and then curl back on the pursuit.



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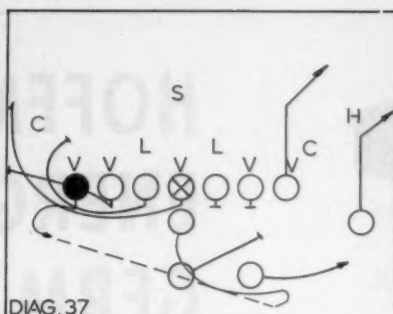
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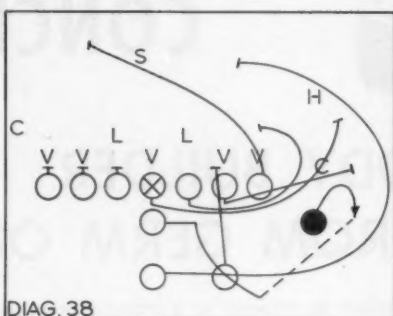
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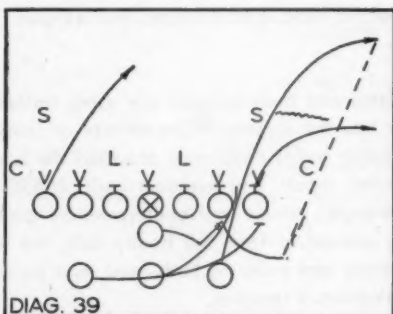


DIAG. 37

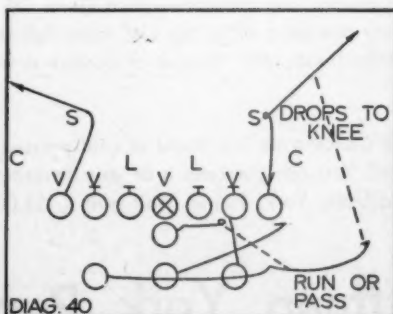


DIAG. 38

RUNNING PASSES



DIAG. 39



DIAG. 40

ROLL RIGHT SCREEN LEFT

(Diag. 37)

THE quarterback rolls to the right, stops, drops off about three yards, and tosses to the left end who drops and sets as he would if he were setting up a pass protection block. The left tackle, left guard, and center all bump hard. Then the left tackle blocks out, the left guard hooks in, and the center leads.

SCREEN TIGHT FLANKER

(Diag. 38)

THE quarterback takes two steps and gives a dead-hand fake with his left hand, drops back, and tosses to the flanker. The center, right guard, and right tackle all block well for two counts. Then the right tackle blocks out, the right guard looks in, and the center leads. The flanker takes four steps as if he were going out for a pass, then comes back three steps, and sets up for the pass.

HALFBACK DEEP (Diag. 39)

WE like to use this play against a safety who comes up too fast. It is run from the belly series. The right halfback goes deep fast. Our right end blocks well on the end until he sees the safety coming up and then breaks for the shallow flat. The left halfback comes around and blocks the defensive end. The fullback should fake well. The quarterback may either front out or reverse out. He must ride and fake well to the fullback. When the quarterback releases his fake from the fullback, the right halfback will turn out. The line must use aggressive blocking.

QUICK AND GO (Diag. 40)

OUR team scored on this play twice the first season it was used. The quarterback takes two steps, jumps up, and fakes the quick pass. Then he drops down low with his back to the line, hesitates two counts, and pitches out to the left halfback who has the option of running or passing to the right end. When the quarterback jumps up, the right end jumps up, and when the quarterback drops low, the right end also drops low. He should break deep when the quarterback pitches out to the left halfback. The right halfback fakes well, and the fullback blocks the defensive end in. The line must use aggressive blocking.

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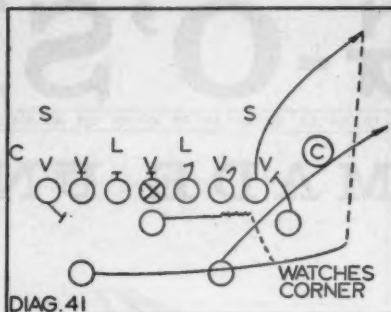
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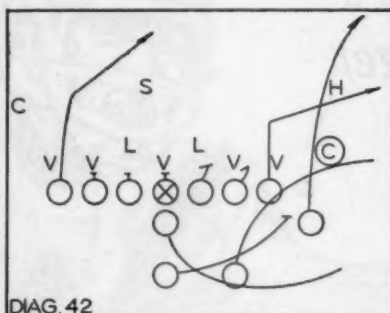
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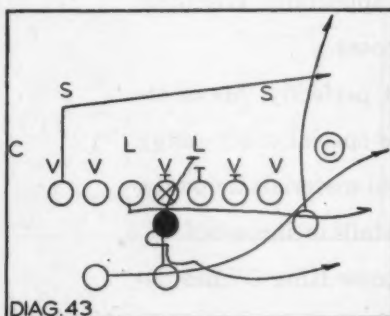
REGULAR RIGHT (Diag. 41)

WE use this play when the fullback is set as a tight flanker. The flanker blocks in and the right end and right halfback run the regular pattern. The quarterback drives about three yards, chops his steps, and options off the corner. He can pitch, and then the left halfback has the option of passing or running.



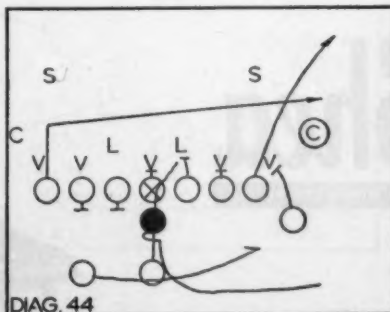
RIGHT END OUT (Diag. 42)

A basic roll-out option pass or run is shown in this diagram. We feel it is a consistent play against any defense. Against a gap eight defense either the flanker or the right end can be left in to block the third defensive man. We like to have the flanker get depth fast and then look out. The right end should go six yards and get depth from his cut. The right halfback should stop within four yards of the line of scrimmage. Unless the defense is trying to cover the flanker with the safety, the quarterback rolls out and keys the corner.



FLOOD RIGHT (Diag. 43)

WE like this play because it fits all defenses. As can be seen, by using the left guard as a blocker there are four blockers on the right side. Thus they can protect well against a jumping defense, a gap eight, split six or a four-man rush on one side. The quarterback fakes to the fullback and rides the left halfback one step. Then he rolls out and either options off the corner or hits the left end delay across. The left halfback fakes and runs at our right end (to help his block) then veers in the flat. The left guard pulls and blocks the fourth man, the corner man in this defense. If the corner man plays soft, the left guard will run parallel to the line of scrimmage until the quarterback says, Go.



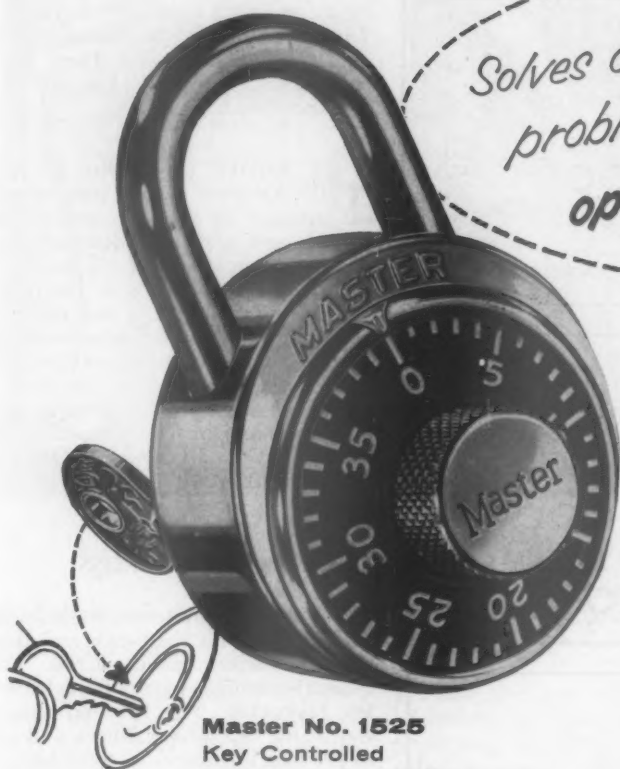
LEFT END ACROSS (Diag. 44)

THE quarterback fakes the fullback trap, rolls out, and options on the corner man. Again, we have excellent protection, using the flanker to block in, and the left halfback to block the corner man if he comes across the line. The left halfback does not cross the line until the quarterback says, Go. The right end gets depth, the left end goes four yards deep, cuts to the right, and gradually gains ground. He is usually about seven yards deep.

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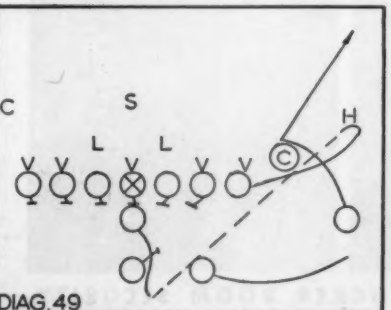
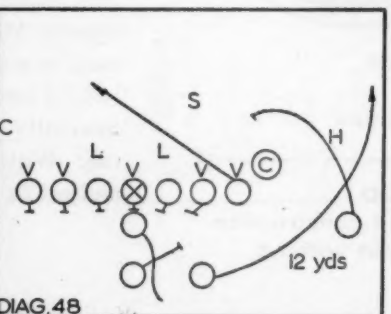
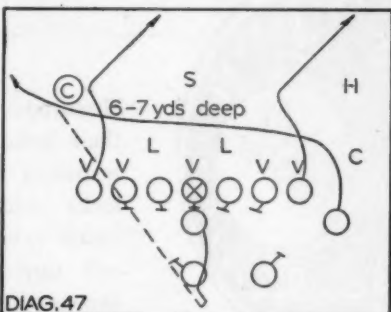
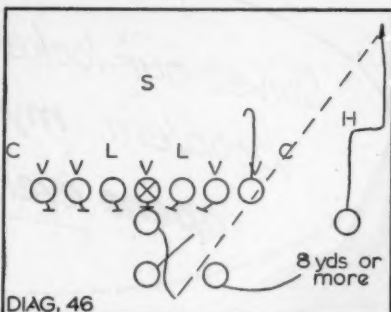
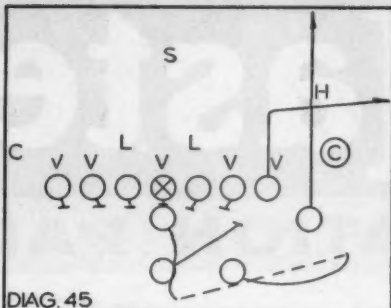
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DROP BACK PASSES

FLOOD RIGHT (Diag. 45)

THE pass which is shown in this diagram worked well for our teams. It has fine protection against an even man rush, and in an eight-man rush the right halfback flare will serve as a safety valve. The quarterback should drop back five and one-half yards and watch the corner man. If the corner man drops to the outside, the passer should hit the right end. If the corner man drops back, the quarterback should hit the flare man. The right end should make a 90 degree cut. The right halfback should give ground until the ball is thrown. There must be good distance between the right end and the right halfback.

Z UP RIGHT (Diag. 46)

THIS has been a good pass for our flanker to use in order to get behind and whip his defensive opponent. Again, the safety valve is the right halfback or right end. The quarterback should drop five and one-half yards and fake to the flanker when he cuts out. Then he should lob the ball ahead of the receiver. The flanker should run at three-quarters speed until he plants his right foot. Then he turns on the speed, and when he has the defensive halfback whipped, releases and looks in.

FLANKER LEFT ACROSS

(Diag. 47)

ON this pass the quarterback drops, fakes to his right end, and then hits the flanker coming across. The quarterback must watch the defensive left linebacker. The left end should run at the defensive halfback and try to get him to turn in to cover him.

FLANKER HOOK RIGHT

(Diag. 48)

IN executing this pass, the right end runs through the safety. The quarterback watches the corner man and will hit the flanker unless the corner drops back and does not move to the outside with the right halfback.

RIGHT END HOOK (Diag. 49)

AGAIN, the quarterback watches the corner and hits the right end who is hooking or the right halfback who is flaring. Of course, if the defensive halfback comes in or up, the quarterback can hit the flanker deep. The flanker should turn on the speed just after the cut. This is a fine play to use in getting behind the defensive halfback.

(Continued on page 50)



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Volley at the College Level

By **JOHN A. KRAFT, JR.**
Tennis Coach, Memphis State College

ONE of the problems faced by tennis coaches at the senior high school and college levels is the effective use of forecourt volleys. A few years ago players concentrated on ground strokes. But the power games of Kramer, Gonzales, and other top professionals brought a tidal wave of attention to net play. As a result, many athletes who lack the potential for effective forecourt work are storming the net.

A tennis coach can limit this enthusiasm, and his own observations will indicate the candidates who are physically adapted to aggressive tactics. Height, coordination, and fast reflexes are factors in a successful net attack. The purpose of this article is to aid coaches in developing sound volleys.

It has been our policy to initiate work in the forecourt with instructions on the high volley. This method has proved effective for three reasons: 1. Balls hit at a height around the shoulders and head are the easiest to follow visually. 2. They arrive on a more natural physical plane. 3. It is the volley most commonly hit by players stationed at the net.

In executing this volley, instruct the pupil to turn sideways to the net and bring his racket above but very little to the rear of his right shoulder for forehands. Because a player can hit down on the ball, it is possible to return high volleys decisively. The same effect can be obtained on a chest or shoulder-high return by flexing the knees prior to contact. In most net returns, an effort should be made to strike the ball in advance of the body.

Encourage pupils to utilize power from the upper body by bending at the waist thus bringing shoulder muscles into play. The face of the racket should be brought down and through the ball in the direction of the intended flight.

Although the low volley is a more difficult stroke, it is possible to obtain maximum results by: 1. Requiring the pupil to flex his legs low enough to

meet the ball on the most advantageous hitting plane. 2. Emphasizing the importance of a firm grip to secure the position of the racket face in centering returns. 3. Contacting the volley well forward and aligning the body directly to the rear on returns. Most low drives are heavily topped and it is essential to gain maximum vision and all possible support from the body.

Low returns are limited in speed and power since tennis players are required to volley up. Additional practice hours are useful in perfecting this stroke with touch and accuracy being of maximum importance.

In order to avoid unnecessary pain in leg muscles, correct form consists of lowering the body weight directly toward the right foot for forehands. The player's left foot should be extended with moderate bend at the knee forward in the direction of an opponent's return.

We recommend Eastern forehand and backhand grips for net volleys.

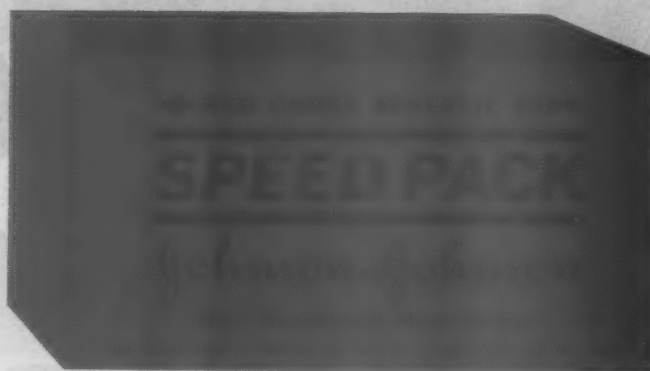
The half-volley, which is often compared to the drop kick in football, is made by dropping the racket face and allowing the handle to extend from the hand at an angle of about 160 degrees. Instruct the pupil to: 1. Utilize his wrist in a guiding action which lifts the racket prior to contact and then guides it forward in much the same motion used by a golfer in putting. 2. Keep his eye on the ball because centering it is essential to accurate returns. 3. Flex his knees slightly and make the volley at a position just ahead of his left toe on forehands.

The late Bill Tilden considered this shot the most difficult in tennis. It is one that is missed frequently by all but the finest players.

It should be noted that this volley depends on touch and racket control. Since no one powers a half-volley, tennis players should develop confidence and poise in the handling and placement of returns.

(Concluded on page 64)

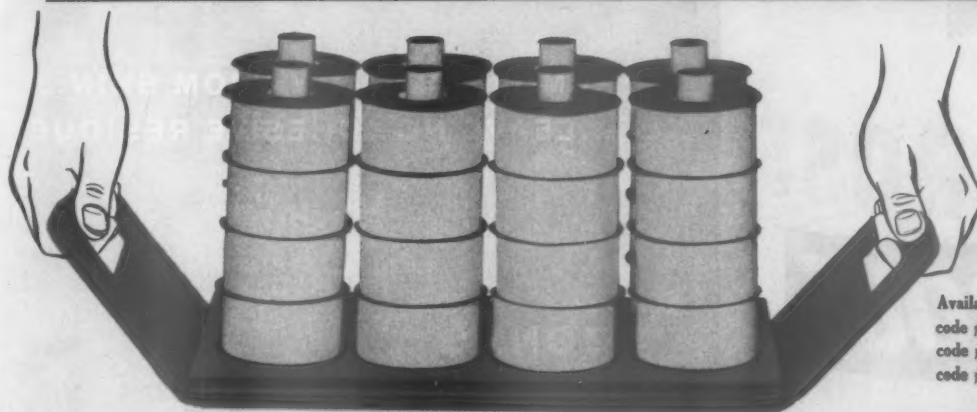
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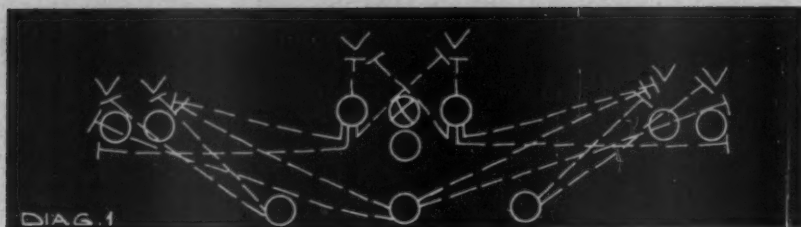
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Combining Offensive and Defensive Line Drills for Limited Personnel

By **BILL ZIMMER**

Football Coach, Lockport, Illinois, Township High School

PRESENT-DAY football requires organization and, as a rule, the time allotted for practice is limited. Therefore, this valuable time must be spent as effectively and constructively as possible.

In order to cover each phase of the game, we have had to devote half of our time to offense, the other half to defense, and then combine the two as much as possible. As is true at other small institutions, we are limited in coaching and playing personnel.

There are three varsity coaches at our school, which is standard in the Chicago area; however, a large number of Illinois high schools have only two varsity coaches. Having spent four years at a university where the coaching staff consisted of three men, we realized that our organizational time must be devoted to combining offensive and defensive drills. Our squad consists of 41 players of which 16 are backs, 17 are interior linemen, and 8 are ends.

The remainder of this article will be devoted to line drills which combine both offensive and defensive techniques.

Our basic combined or multi-purpose drill is shown in Diagram 1. Whenever the ends are not running pass patterns, they are used as block-

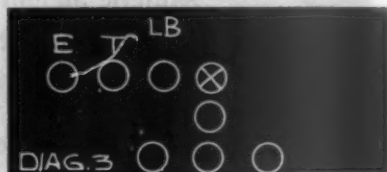
ers and included along with the defensive ends. While the drill can be run without a backfield, it is more effective with one. Defensive players are not allowed to tackle the ball-carrier; they may reach and touch him. Three all-important points are stressed: offensive blocking; individual defensive play; and correct angle of pursuit. The tackles and ends are split out about three to four yards to avoid congestion in the middle and to set apart their blocks. We instruct offensive tackles and ends to block either their respective men one-on-one or double-team on the tackle. The offensive guards will block either the on-side linebacker, trap the off-side linebacker,

Bill Zimmer graduated from Bradley in 1953 and then played two years of service football, being selected for the all-Army team in 1954. He played briefly with '49ers before joining the coaching staff at his alma mater. Zimmer left Bradley in 1959 to accept his present position where he also coaches wrestling.

trap the tackles or pull and block on the defensive end. Usually, we do not place a man over the center, because the blocks of the guards are being stressed. We have another drill which

is run without a backfield. A middle guard is used and stress is placed on the center's blocks and the defensive play of the middle guard.

In the drill which is shown in Diagram 2, the snap is taken by another center. During the defensive portion of the main drill (Diagram 1) the technique used by the linebackers in ridding themselves of blockers and reacting to the ball is stressed. We also allow the linebackers to key the guards and stunt occasionally. The defensive tackles play their normal positions and look for either a one-on-one block by the tackle, a double-team by the tackle and end or a trap by the guard. In addition, they are blocked by the near halfback or the fullback and then must react to the ball and pursue. The defensive ends look for a one-on-one by the end, are blocked by the pulling guard, hooked in or taken out by the near halfback, and taken out by the fullback. Then they react to the ball and take the correct angle of pursuit. Whenever the drill is run with a backfield, the backs execute their blocks as well as carry the ball. This drill has been particularly effective from the de-



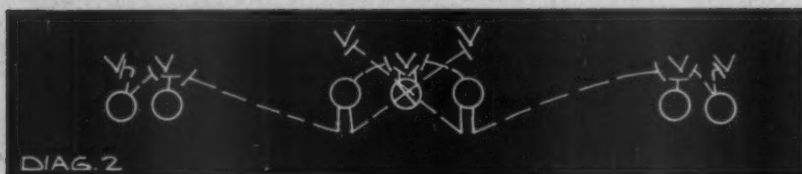
fensive standpoint in that all types of blocks executed against a defensive lineman and linebacker are used against him. More men can be included in the drill which minimizes the number standing and watching. When there are two coaches, either or both stress offense and defense, or one stresses defense and the other stresses offense. This drill is used under live conditions with emphasis upon plays run inside rather than outside the ends.

Whenever it is possible to use two backfields, we have a drill in which the play of the defensive ends is stressed.

While the drill shown in Diagram 3 also stresses offensive blocking and play by the defensive tackle and linebacker, it is particularly effective in orienting the end to the various types of blocks coming his way. We can also include the corner backer and use flankers.

However, it is not always desirable to include a corner backer when using flankers. We feel that without a corner backer the end will learn to rely more upon himself than he would if he knew

(Concluded on page 67)



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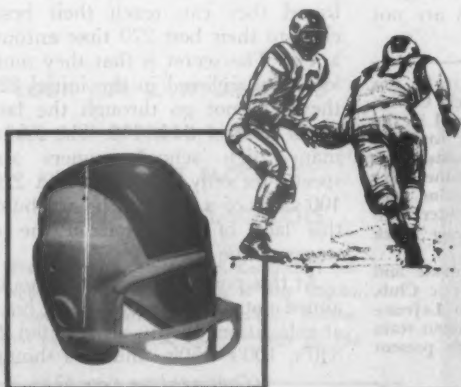
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Teaching New Sprinters

By **LESTER C. WALLACK, JR.**

Track Coach, North Syracuse High School, North Syracuse, New York
and

RICHARD CALISCH

Track Coach, Riverside-Brookfield High School, Riverside, Illinois

TEACHING sprinting technique in high school can be an arduous task. Even if a coach is fortunate enough to have a boy who is naturally fast, considerable coaching is still necessary. A boy who is only fair will be able to use all the coaching he can be given. All humans are born with their own walking and running characteristics. We do not propose that these should be changed to any great degree, but some modifications can be made to make better use of the existing ability. A runner cannot increase the speed with which his muscles will contract, but through an intelligent program of conditioning and running he can lessen the deterrents to speedy contraction. These minor changes and hints are especially useful in sprinting, because the slightest margin of error makes a great deal of difference. A few general principles, if followed faithfully, tend to make the coach's job easier and at the same time benefit the boys.

We shall start with the procedures which should be followed during the early part of the season and continue through the various conditioning phases necessary up through the first competition. The primary lesson is that in sprinting, as in distance running, there is no substitute for hard work.

The best sprinters have always enjoyed great hip and thigh mobility which enables them to get their knees up and forward easily, and facilitates a high degree of leg lift. The result is power throughout the race. We have found that the best way to promote mobility is to encourage knee lifting and hamstring stretching in warm-up calisthenics. The principle is that if an athlete can raise his knee to his chest without too much effort, he will be able to lift it to the proper sprinting

height more easily during the stride. The center of gravity must be kept forward and over the knees in sprinting, and unless the knees are capable of pumping high and hard, an off-balance lean will result in the legs kicking up high behind a point where no drive can be maintained. Leg lifting should be kept up throughout the season, and the boys should do plenty of warm-up running in which the knee lift is accentuated. The exercises necessary to promote flexibility are: toe touching, bicycle exercise, high stepping, slow deep knee bends, hip circles and rotation, weight lifting with the legs, and a great deal of jogging. It should be remembered that in order to get the most out of his legs, a sprinter must strengthen them as much as possible. This is best done by the use of fast repetitions of various exercises in groups of 10 or 12. Thus in weight lifting the repetitions of each lift should be done rapidly with light weights. Then the complete exercise should be repeated 10 or 12 times before the athlete rests. The 10 or 12 exercises should be repeated again two or three times, with a short rest between each repetition.

However, the legs and hips are not

After competing at Illinois where he was an outstanding pole vaulter, Dick Calisch assisted at Maryland and then served in the marine corps where he was track coach at Camp Lejeune. Then he served as assistant at Maine Twp. High School (Des Plaines, Ill.) before accepting his present position two years ago. He is co-author with Lester Wallack of the new track text, "Teaching Track and Field."

Lester Wallack competed at Colgate and then ran for the New York Athletic Club. He worked with Calisch at Camp Lejeune and then coached the Colgate freshman team for two years before accepting his present position.

the only parts of the body which require conditioning. A sprinter should exert just as much effort in building up the balance of his body. Jogging and running will improve cardio-vascular efficiency and a sprinter's ability to run more than one race will improve.

Early season conditioning should consist of easy jogging with repeated speed bursts on soft ground at around one-half to three-quarters speed. The bursts should be varied from 50 to 200 yards in length, depending on the weather and the condition of the boys. Make sure they are utilizing every minute either running or doing calisthenics. When a sprinter stands around, he is not only wasting precious time, but is also courting injury by cooling off and endangering already taut muscles. At this stage another important thing for the coach to do is to curb the natural urge to rip off just one fast 100 or 220. It takes time to get ready for real speed and everything can be lost in one foolish spurt. If the coach can make the boys understand this point, they will be on his side. There should be no all-out speed work for at least the first three weeks of the season.

As the weather turns warmer and conditioning improves, the workouts should pick up speed. Starting techniques can now be worked on for short stretches. The coach will find that this activity will improve interest, because it is fun and to most boys something new. As speed increases, impress upon the sprinters that just because they are trying to run faster it does not follow that they have to put greater effort into running. The secret of good sprinting is relaxation and balance, and this is the logical point at which to start teaching it. No sprinter has ever increased his speed by screwing up his face, bunching his shoulders, fighting like mad, and feeling as though he were sprinting fast. Speed is a well-coordinated and smooth action. As the British say, *there is nothing for it but to run that way*. Proof of this principle is the fact that many athletes have found they can reach their best, or close to their best 220 time enroute to a 440. The secret is that they must be loose and relaxed in the initial 220 or they will not go through the last 60 yards or so of their 440. The reason so many high school runners appear speedy for only 200 yards of a 220, or 400 yards of a 440 may be attributed to this lack of relaxation in the early stages of the race.

At this point the workouts should be aimed not only at more speed, but also at relaxation. Plenty of repeated 220's, 330's, 100's, 150's, and 50's should be

(Continued on page 67)



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Event	Time	Place	Date	Event	Time	Place	Date
100-Yd. Dash	9.3	Fresno, Calif.	5/ 9/59	880-Relay	1:22.7	Texas Relays	4/ 4/57
100-Yd. Dash	9.3	Fresno, Calif.	5/15/48	440-Relay	39.9	Kansas Relays	4/28/57
100-Yd. Dash	9.3	Evanston, Ill.	5/14/55	440-Relay	39.9	W. C. Relays	5/11/57
100-Yd. Dash	9.3	Fresno, Calif.	5/12/56	100-Meter Dash	10.1	Walnut Sta., Calif.	5/12/59
100-Yd. Dash	9.3	Durham, N. C.	5/ 5/59	100-Meter Dash	10.3	U.S.A.-U.S.S.R.	7/19/59
100-Yd. Dash	9.3	Texas Relays	4/ 9/57	100-Meter Dash	10.3	Pan. Am. Games	5/29/59
100-Yd. Dash	9.3	San Jose, Calif.	4/ 2/59	100-Meter Dash	10.2	Rome, Italy	5/1/59
100-Yd. Dash	9.4	Arlene, Tex.	4/27/57	100-Meter Dash	10.1	Houston, Texas	6/16/59
220-Yd. Dash	20.9	Sanger, Calif.	6/ 9/56	100-Meter Dash	10.0	Canada	1966
220-Yd. Dash	20.2	Los Angeles	5/ 7/48	200-Meter Dash	29.5	Palo Alto, Calif.	7/ 2/59
220-Yd. Dash	20.1	San Jose, Calif.	1966	200-Meter Dash	29.8	Pan. Am. Games	8/31/59
440-Yd. Run	46.2	Salt Lake City	8/21/47	200-Meter Dash	29.7	U.S.A.-U.S.S.R.	7/20/59
440-Yd. Run	46.9	Berkeley, Calif.	6/ 5/48	400-Meter H.	50.5	U.S.A.-U.S.S.R.	7/20/59
440-Yd. Run	45.8	Modesto, Calif.	5/28/56	400-Meter H.	49.3	Rome, Italy	8/2/59
120-Yd. H. H.	13.5	Fresno, Calif.	5/15/56	200-Meter L.H.	22.5	Bern, Switzerland	8/21/59
220-Yd. L.H.	22.2	Durham, N. C.	5/ 5/56	400-Meter Dash	44.9	Rome, Italy	8/8/59
220-Yd. L.H.	22.3	Salt Lake City	8/21/47	400-Meter Dash	44.7	Cologne, Germany	1966
400-Meter H.	49.5	Los Angeles	6/29/56	1000-Meter R.	3:32.2	Rome, Italy	9/6/59
110-Meter H.	13.2	Bern, Switzerland	8/21/56	100-Meter (women)	11.9	Rome, Italy	9/2/59
110-Meter H.	13.4	Bakersfield, Calif.	5/22/56	200-Meter (women)	24.9	Rome, Italy	9/5/59
880-Yd. Run	1:46.8	L. A. Relays	5/24/57				
2-M Relay	7:22.7	L. A. Relays	5/24/57				

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By ROBERT BADEN

Baseball Coach,
Concordia High School,
Seward, Nebraska

Unless a coach has a pitching machine, he is aware of the slow pace at which a baseball practice can move. Batting practice causes this slow-down because he is forced to depend upon the accuracy of one of his inconsistent or erratic players or on his own aging *soupbone*. Since hitting the ball is still essential to winning games, this time-consuming drill must be continued. Of course, there are many ways to speed it up, but it will still take the greater part of the practice time, often resulting in the neglect of such drills as infield practice, outfield catching and throwing, base-running, and conditioning. These, too, are essential drills for the winning team.

In the case of most teams, batting practice cannot be shortened to any great extent without hurting its benefits or omitting the younger players. The greatest problem is how to fit the other drills into the practice schedule. There is not enough time for adequate practice in each, and conditioning or base-running drills tend to lower player morale unless there is a certain amount of interest involved.

The game situation drill worked well for us last year, because it combines many of these neglected drills and consumes a minimum of time.

Place the nine team members at their respective positions on the diamond. Eight may be used, since the pitcher will not be in too much of the action. His time might be spent working on his control with another player or playing the outfield. The coach will do the hitting from the batter's box. Extra team members can be used for the base-running. By hitting the ball where he wants the action to occur, the coach can create a true game condition and pro-

vide interest and practice in the previously mentioned skills. As his repertoire increases, the coach can hit line drives, fly balls, pop-ups, double-play grounders, and bunts in any direction he decides on. Unless he is a magician with the stick, there will be that certain amount of the unexpected in many of the coach's intended hits. Line drives may pop skyward, and ground balls may become Texas leaguers. In time the defense will rob him of sure hits, and he can keep these players on their toes by aiming to the right and hitting to the left. The coach should not try to be a slugger or to bat 1,000, because the defense will lose heart and values will be lost. He should hit to each player

Robert Baden graduated from Concordia College where he participated in basketball, track, and baseball. In his first year of coaching at Concordia High School, he guided the team to the Class B state baseball title.

often enough, and give the boys practice on so-called easy outs. Make them aware of base-runners, double-play depth, number of outs, and hit enough balls directly at them.

Do not permit the batters to get a jump. Extend the third baseline on past home plate and have the runners stay behind this line until the ball is hit. Thus the infielders will be given an even chance on ground balls. Keep the base-runners a normal distance from the bases, or they may take advantage of the fact that the coach, not the pitcher has the ball.

After three outs, clear the base paths and start another inning. There is no delay, no drag. No changing of sides is

necessary because the defense is kept in the field as long as desired. A game can be played easily in 15 minutes. When a game is finished, change the base-runners into fielders, even if some must play an unfamiliar position. An outfielder playing third base can learn more than one who *goes to sleep* or *goofs off* in the outfield during batting practice. Use base coaches and change them often. A player who has had the experience of sending a runner to second or home may come in handy during regular games. Another advantage of this drill lies in the fact that the coach controls play completely and he can stop the action to remind players of situations and conditions. Call out the number of outs before each swing. Encourage the defense to talk. If it is run well, the coach will hear, *get two* or *cut him off at the plate* from the defense. Even the base-runner will beg for a hit and a chance to get on base.

A drill similar to this one will be worth dropping batting practice for once a week. An extra 15 minutes or half hour will not be wasted. Batting practice and the standard *take one* and *take two* infield practice will never be completely replaced, but this drill can combine many of the other drills and save time.

Action is fast and interesting. The coach will be able to produce almost every situation in a short time. No player will have to wait long for a fielding chance. Outfield throws, double plays, base-running, and thinking ahead are all parts of this drill. Run properly for the right length of time and with frequent changes of personnel, game situation baseball can prepare a team for its opponents in the shortest, easiest, and most interesting way.

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The Wasted Block

By **BOB BACON**

Football Coach, Central High School, Traverse City, Michigan

AT a football clinic last spring we were asked to share the program with several college and high school coaches. When the chairman permitted us to select a topic, we chose the wasted block which is a phase of the game we had been experimenting with for several years.

Many coaches will be quick to say that it is the *wanted* block, not the *wasted* block with which they are concerned. However, they should consider the idea and then decide whether blockers are being wasted on unnecessary blocks at the line of scrimmage.

Most coaches use this theory without realizing they are involved in anything different. For example, in a practice session they may discover that

a planned double-team block on a certain play is not necessary. Then, whenever that play is called, their players are instructed to release and help downfield.

The point we would like to make is: If a coach will analyze all of his offensive plays and look for possible wasted blocks, he will probably be amazed at the number of times downfield blocks are wasted at the line of scrimmage.

Correcting this phase of the game is not something that can be taken care of in a day or several days, but is a process of trial and error practice sessions against a variety of defenses. However, a great deal can be done in advance by studying the plays dia-

gramed against the different defenses that may be encountered.

The accompanying diagrams show some examples of the wasted block. In Diagram 1, a dive fake and a hand-off to the left halfback off-tackle with the guard trapping out on the end is shown. The men that might be wasted on this play if the team were blocking normally would be the right tackle who would usually be blocking the linebacker and the center who would normally fill on the other linebacker. By taking advantage of the fake and fill by the right halfback these men can be released downfield to block in the secondary.

In these days of nine-man front defenses of one kind or another, it has become increasingly difficult to get weak-side linemen downfield and for them to do an effective job on halfbacks who play almost like linebackers. By using the theory of the wasted block it is possible to get the players on the strong side and nearest the defensive secondary in a position to block these men effectively.

A pitch-out series which has been used successfully by a coach in this state is shown in Diagram 2. Emphasis

After graduating from Alma College in 1953 where he was an all-Michigan Intercollegiate Conference guard, Robert Bacon served for three seasons as assistant at Central High School in Traverse City and in 1956 was elevated to the top spot. His four-year head coaching record is a respectable 25 and 9 with a league championship in 1959 to his credit.



is on the strong-side players blocking in the secondary. By using the left halfback as a fill blocker all three men on the strong side are taken away from the line of scrimmage and assigned to the secondary.

Diagram 3 shows an influence pull that goes with the same pitch-out series. In this case the strong-side guard might be wasted if he blocked in. It would be better for him to fire out at the linebacker and then line his sights on the near halfback.

The possibility of both tackles leaving their men at the line of scrimmage and blocking in the secondary or on pursuing linemen or the corner man is shown in Diagram 4. The idea here is on a quick-hitting play up the middle with a fake, the right halfback can fill and the ball-carrier is running behind a trapping guard with the ends firing downfield on the defensive halfbacks.

We have not found all the answers to the wasted block, but are sure that by keeping the theory in mind our chances of making the long gain will improve.



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Series A



Playing Third Base

By **FRED LINDSTROM**
Baseball Coach,
Northwestern University

PLAYING third base, commonly known as the hot corner, requires an agile athlete due mainly to the liveliness of the ball. The good third baseman must be able to move quickly to his right toward the foul line on a ground ball and then rely on a strong overhand throw to nail the runner. This action also requires a good deal of practice, because the fielder must be able to slide his right foot over the ground while he is in the act of fielding the ball and then dig in with the same foot as the ball is fielded so that he will have a solid platform from which to throw (Series A).

Another movement which calls for considerable practice is the side action toward the shortstop. The third baseman must practice throwing off balance, because after fielding this particular type ball, his movements toward second require an angling throw toward first base. Whenever there is a steal of third, we like to have our third

baseman make the tag as shown in Series B.

Fielding slowly hit balls and bunts have been stumbling blocks for many a would-be big leaguer. One suggestion we would like to offer besides constant practice is for the fielder to maneuver himself into a position before he fields the ball so he can catch it and throw off his right foot.

Another item worthy of mention is for the fielder on a bunt or slowly rolling ball to be sure he has his right foot pointed alongside the ball when he is in the act of contact (Series A) and then throw just as he takes his next step. When the ball is hit directly at the third baseman, he should try to judge its speed and move toward it. Then he should meet the ball with his legs spread apart and his left leg slightly in advance of his right. This position affords better mobility in the event of a bad hop and also makes for better throwing leverage. A fielder should



Series B



always reach out for the ball and thus be in a position to make a softer contact with it. Reaching out eliminates having to stab at the ball if he waits until it is even with his body. His body must be as low as possible to the ground so that his vision is more horizontal to the ball than perpendicular. The fielder should never take his eyes off the ball until it hits into his glove. If the ball is hit with overpowering speed, the fielder can only break the shot

with his body and hope that it will fall near enough so he will have a play. This brings to mind Frank Frisch's statement: *If my chest holds out, I will continue to be a third baseman.*

When the bunt is in order, the third baseman should move in on the grass about 10 feet and handle all bunts that are about 20 feet from the pitcher and out too far for the catcher. His position after fielding the bunt is better

than the pitcher's or catcher's so naturally he should handle the ball if it is at all possible. Occasionally, it is expedient for the third baseman to field the bunt with his bare hand. We like to have the third baseman make contact with the ball out in front of his body (Series C).

At this point we would like to suggest that the third baseman familiarize himself with the foot speed of his pitchers. This is most important not

Series C



Series D

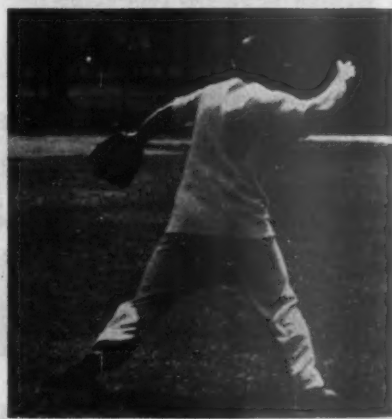
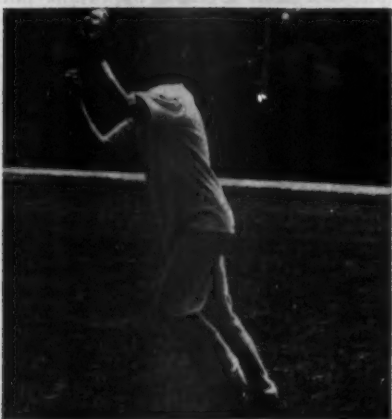
only due to the bunt situation of the runner on first base, but also when there are runners on first and second bases. It is always important for the third baseman to remind the catcher to cover third base when he comes in to field the bunt, thus preventing a runner from advancing from first to third. The most difficult play in baseball for a third baseman appears when the opposing team has runners on first and second and a bunt is the obvious call. This is the time when the foot speed of the pitcher must be known, because on that depends the amount of ground the third baseman should feel that he has to cover. We would suggest that the third baseman have a mental picture of the area he feels the pitcher can cover. Then, when the ball is bunted, if it is in the area away from the pitcher the third baseman should charge and by all means get the bunter. By getting the bunter and thus being assured that there is at least one out, the manager or coach is given a chance to

Fred Lindstrom was signed by the Giants upon his graduation from Loyola Academy in Chicago. After one season with Toledo, he joined the Giants, and at the age of 18 played in the 1924 World Series where he hit .333 and made seven assists in one game which is still the record for third basemen. He played with Pittsburgh, Chicago, and Brooklyn and had a lifetime average of .320. Lindstrom then managed Knoxville and Fort Smith and has been at Northwestern since 1949.

walk the next hitter if he so desires in order to set up a double play situation. If the ball is bunted close enough for the pitcher to field, the third baseman can fade back to the bag for the force play. With only a runner on first base, the third baseman has the routine double play to make by way of second base. He should make the throw above his belt which makes for easier ball-handling. With runners on first and second, if the ball is hit at the third baseman and he is playing back of the baseline, then he should throw to second for his double play. If the ball is hit to his right and he is close to the bag, he should step on the bag for the force and complete the double play by way of first base.

Next, we have the situation of the bases loaded, one out. The score and period of the game must be considered and then the ground ball itself. If the ball is hit close to third, the bag can be stepped on and then the throw made to first; if it is hit to the left of the fielder, the double play can be made

(Concluded on page 54)



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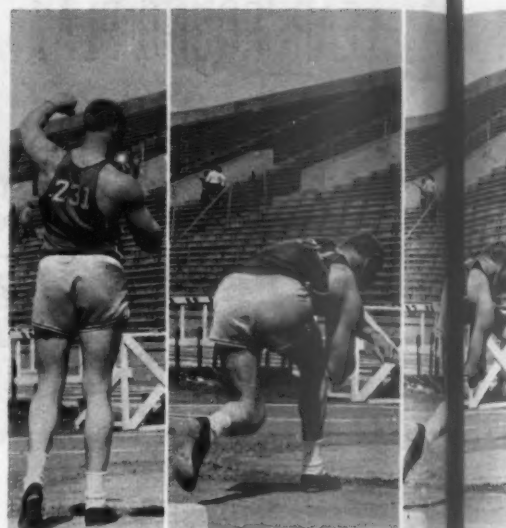


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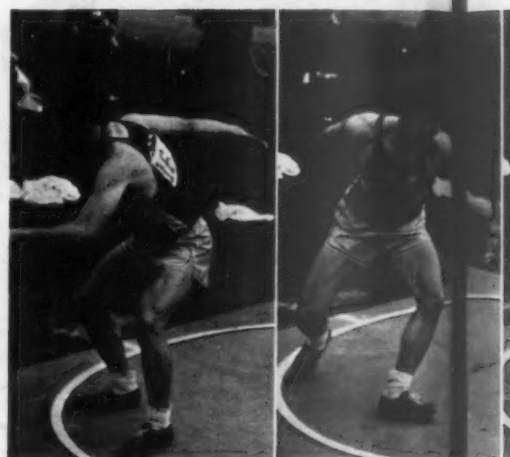
THE SHOT PUT

Neider uses a relaxed stance at the rear of the circle with his back in the direction of the put. His body weight is supported mainly on his right leg and his right foot is pointed slightly to the right. The shot is held on the base of the fingers with his right arm flexed and abducted approximately 30 degrees. As he starts his dip over his right knee, his right elbow has dropped down opposite his right knee. By pulling his left arm across his torso, he holds his left shoulder down and his left hip in and is in a position to drive off his right toe. As he starts his kick with his left leg, his right elbow is low with the shot tucked under his chin. Beginning to drive across the circle, he has come up on the ball of his right foot and his body has risen a bit higher. Even though his torso is extended his back and eyes remain in good position. At the end of the shift across the circle the right foot has landed with the toe turned slightly left toward the toeboard. The position of his left hip has opened due to the kick across to his right. As he sets ready to put, his knees are flexed, and the left shoulder and arm are held high. His right shoulder, back, hip, and elbow are in a cocked position. At the instant of release the left leg and foot act as a fulcrum while the right foot, leg, hip, shoulder, and head have been the generating force. The shot is flipped off his finger tips.



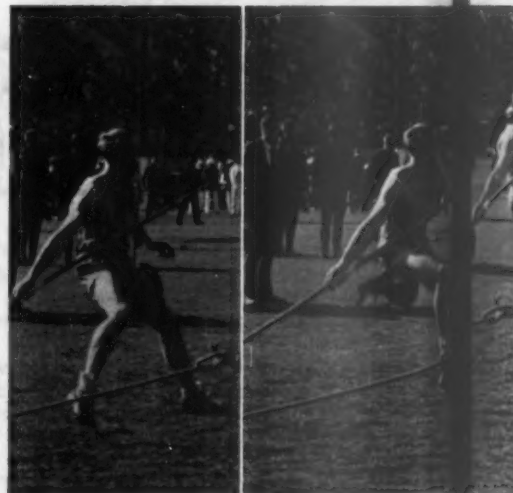
THE DISCUS THROW

As Oerter starts to make his left turn, his weight is ready to shift to the left foot. The discus is back. His left arm is held low for balance and his torso is slightly forward over his flexed knees. As he takes the first step to the left, his knees are still flexed and his body weight remains forward and low with the left arm commencing to open up. Perfect body balance is shown as the first turn is half completed. Notice particularly the double out and the in movement of the left arm to speed the turn. Near the completion of the final pivot both feet are off the surface of the ring. His knees have remained flexed, his torso is at a 45° angle, and his eyes are still left. The left arm has returned to the starting position while the right arm is extended with the discus perpendicular to the ring. In the final throwing position, both feet are firmly on the concrete while the right shoulder is low and the fully extended right arm is coming through fast. As the delivery is completed, a final whip is given to the discus. Both feet are off the ground as he follows through with his right arm and wrist. The left arm and shoulder are practically stationary. In the recovery position, Oerter's body is almost horizontal to the base with his left leg high and extended to the rear for balance. The position of his head and arms assist in keeping his balance.



THE JAVELIN THROW

The javelin is held well back as Alley lands on his left foot. His left hip is turned toward the direction of the throw, prior to beginning the cross-over. As he starts the cross-over, his right leg is coming through with the left arm coming up to maintain balance. Alley is about to land on his right foot which is turned out, while his left foot is still in contact with the ground. His body angle is low and well back. In final preparation to make the throw, he is in his full crouch. His right foot is well planted and the knee is flexed. The left shoulder and arm have been raised to the throwing position. The hand has rotated the javelin into throwing position. Although still in contact with the ground, his right foot is drawing his leg and right hip forward and upward. Alley's left leg is extended straight forward, slightly to the left of the line of flight. The right arm is starting to pull the javelin through into flight. In the late stage of the original pull, his left foot is solidly planted. His right arm has pulled the javelin through and is ready to go into the push stage to put it into flight. His left shoulder has been brought around by the body turn and the left arm, although it is not accentuating the turn, is following the turn dictated by the right side.



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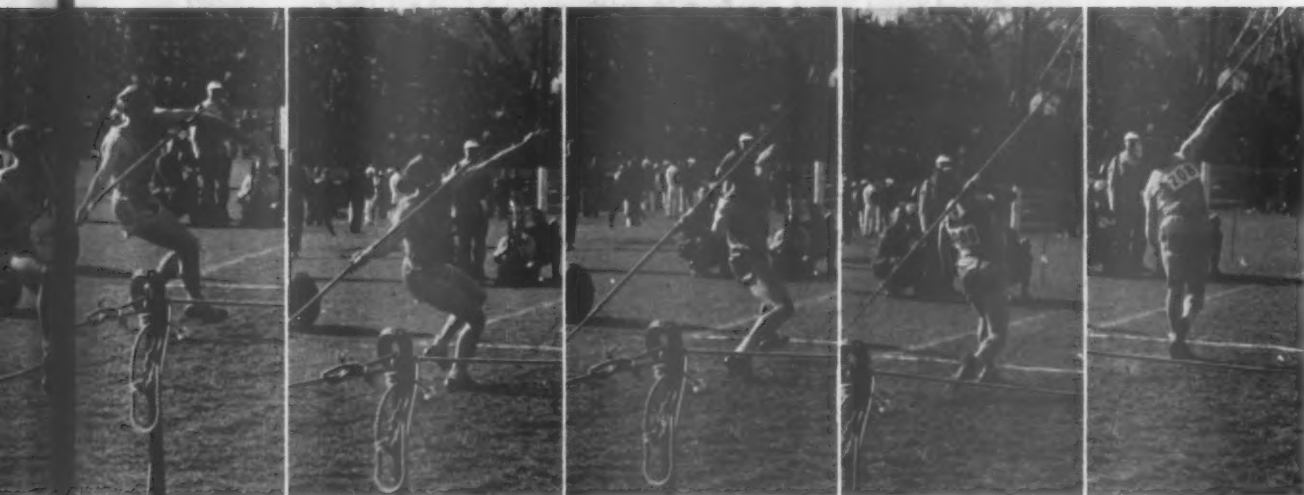
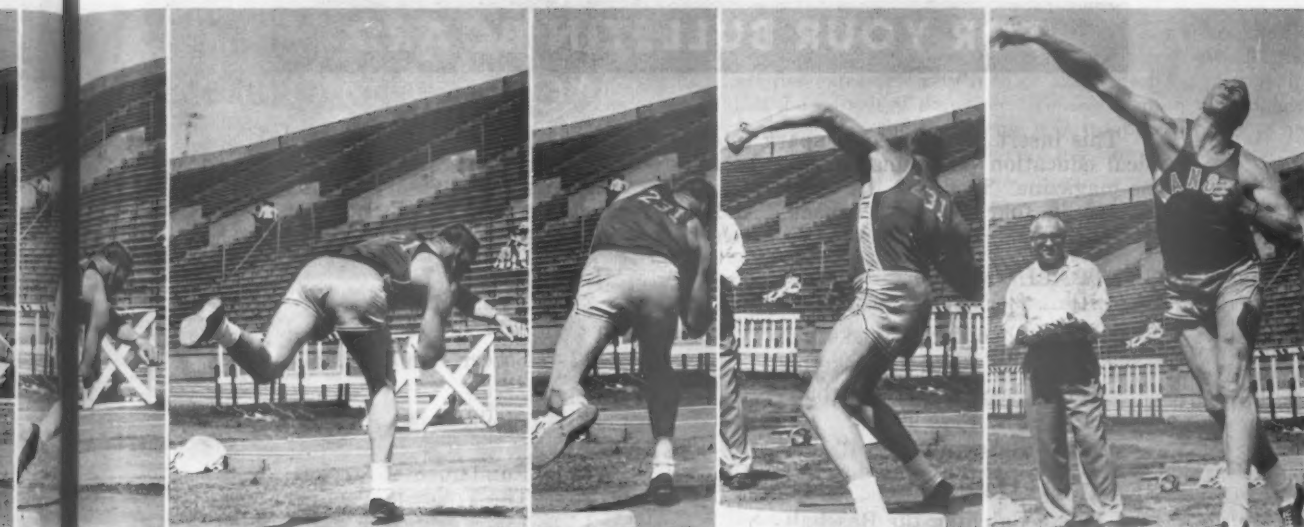
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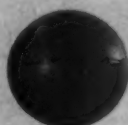
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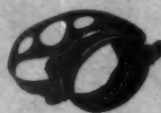
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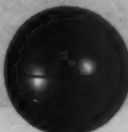
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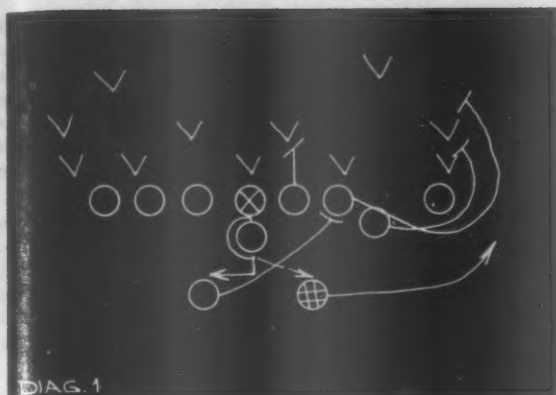
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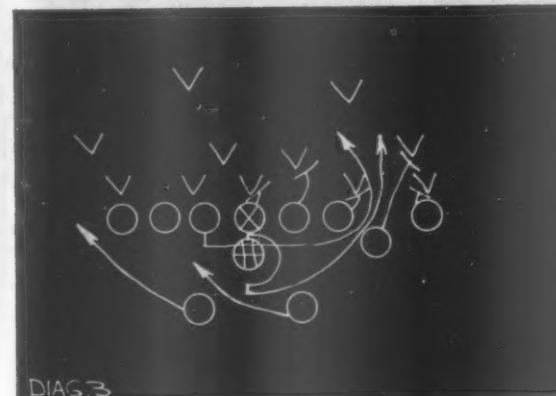
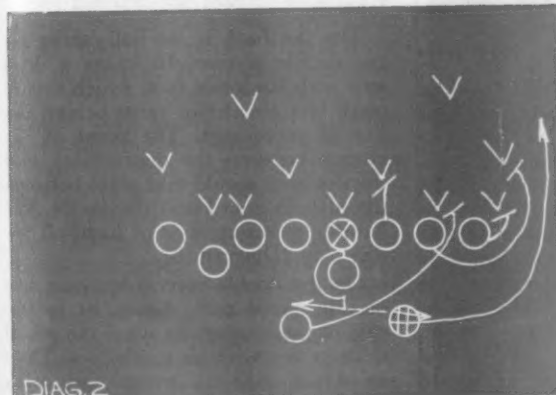
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Double Reverse from the Slot T

By **HAL LOCKHART**
Football Coach, Crum, West Virginia, High School



THE 5-4 defense with its keying linebackers is probably the toughest defense to run against in football today. Even if a coach does not agree with this statement, he will have to admit that the 5-4 is certainly the most widely used defense. We believe that the inside linebackers comprise the major strength of the 5-4. These players key either the flow of the play or a pulling lineman. Either way, usually there are two extra defensive men on the side of the play. Add to this the pursuit of the other defensive men on the side away from the play and the offense is in trouble. In order to have a successful offense, the defense must be kept honest.

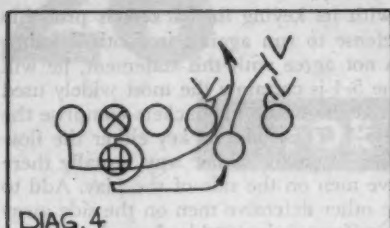
While most coaches have a counter and a reverse play, they think the double reverse has no place in the modern T. In our opinion, a good play will fit any offense if there is value in running it. The double reverse is not generally accepted for two basic reasons: 1) the play takes too long to develop, increasing the chances of the ball-carrier's getting caught in the backfield; and 2) a play such as the double reverse is not used in a game often enough to merit practice time. A well-planned reverse need not take too long to develop. Most slow-hitting plays are the result of the ball being taken too far away from the line of scrimmage in the wrong direction. We try to keep the ball close to the line of scrimmage for both speed and deception. The double reverse takes just a little longer than does our split T option. Depending on the amount of detail that is used, a coach can teach a play in 10 minutes or 10 hours. It is true that a double reverse is not run often enough in a game to merit hours spent perfecting it. However, if a team plays against a well-coached defense, the defense will either go with the first reverse or wait to see just where the ball is going to end up. Either way, the results will make the few minutes spent in practice on the double reverse well worth-while.

In order to have a double reverse, the offense needs a strong reverse play. We believe the reverse is one of the easiest plays to run for big yardage. The reason is simple: most high school defenses are not set to stop the reverse. The usual defense gives little thought to the reverse. Sometimes one man, an end or a tackle, will trail the play to stop the reverse, while the rest of the off-side defense is dropped off in pursuit of the flow of the play. If the offense can fool most of the defense into pursuit, and is able to eliminate one man, they can usually pick up some good yardage before the pursuers are able to react.

It is our opinion that the reverse should be run often. We try to use it at least once out of every 10 or 15 plays. A good defense soon becomes aware that our team runs the reverse often and then will start to pursue it. Once this happens, we have the double reverse set-up which keeps the defense entirely honest. They cannot pursue the flow nor can they pursue the reverse. The defensive team must wait until they are sure where the ball is going to cross the line of scrimmage.

We use the slot T offense with the pitch-out as the basic play. The slot is moved back either right or left but the basic play can be run away as well as toward the slot back. Our plays are similar to those run by most other teams that use the quick pitch series. The quarterback lines up with his feet parallel. The halfbacks are set on the outside shoulder of the guards with their inside foot dropped back. On the quick pitch series the quarterback takes a reverse spin, pitches to the wide halfback, fakes to the diving halfback, and fakes the bootleg. The tackle pulls, leading the halfback around end while the diving halfback blocks the defensive tackle (Diagrams 1 and 2).

The reverse play we have been using from this series is, in reality, a bootleg. The quarterback reverse spins, fakes the wide pitch-out, tucks the ball on his far hip, and waits

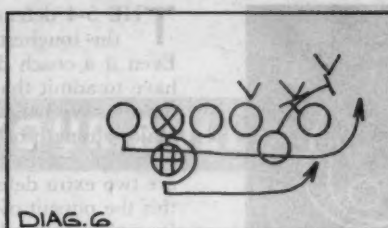
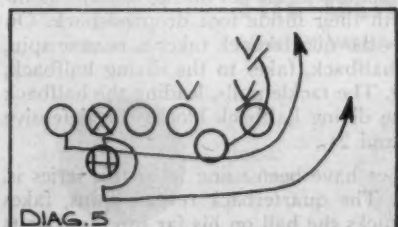


for his guard to pull and lead him around end. Both halfbacks fake as though they have the ball, but since it is soon apparent that the far halfback does not have it, we rely on the fake of the near or diving halfback. We want this man to close up his pocket as soon as he passes the quarterback and to rotate his body away from the side to which the play is going. The off-side guard takes a drop step with his inside foot and leads the quarterback up the hole. Usually, the bootleg is run toward the slot back's side, because of the added strength at that spot (Diagram 3).

We have two different splits for our ends. If the slot back is set on the side away from him, the end lines up about one yard from the tackle. If the slot back is lined up on his side, the end splits five to seven yards from the tackle, depending on how far the defensive end will go with him. If the defensive end will not split out over five yards, we want our end to take his maximum split of seven yards which will give him a blocking angle on the quick pitch. The slot back lines up one yard out from and one yard behind the tackle.

On the bootleg to the strong side the end and the slot back have three different options on their blocking. If both the defensive end and corner linebacker line up outside or even with the end, then the end and slot back block to the outside (Diagram 4). If both the linebacker and end line up inside our end, the slot back and the end block to the inside (Diagram 5). If the defensive end stays on our slot back and the linebacker covers our end, which is usually the case, then cross-blocking is used with the end going first and the slot back picking up the linebacker (Diagram 6).

When the linebacker covers our slot



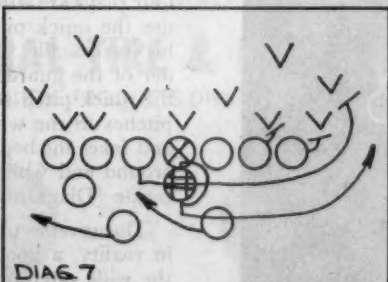
back and the defensive end covers our end, the blocking is the same. Since it is the end who has the hardest block, we allow him to call the type of blocking to be used. If the backfield fakes well, the corner linebacker will be rotating toward the flow of the play and should not be too hard to block. In case either the defensive end or the linebacker slip their block, we have the pulling guard as insurance.

The bootleg to the weak side is run but not often. On this play the backfield movements remain the same. Again, the end has the key block. He takes the minimum split of one yard and the defensive end usually lines up on his outside shoulder. In order to block the defensive end, our end must

A highly successful young coach, Hal Lockhart is a recent (1958) graduate of Marshall College. He coached for one year at the junior high school level and the past two years has been at his present location. His team of last fall was undefeated in 10 games scoring 300 points to the opponents 62.

use what we call a *step* block. He steps to the outside with his outside foot and drives with his inside shoulder. The guard has been pulled, and is instructed to pick up the defensive end, should he slip his block. This will leave the quarterback to shift for himself against the linebacker, but is better than having the defensive end make the tackle behind the line of scrimmage (Diagram 7).

After running the bootleg in several games, we found the linebackers would stop watching the flow of the play and go back to the original key of linebackers in a 5-4 defense — namely, the guards. When our guards blocked



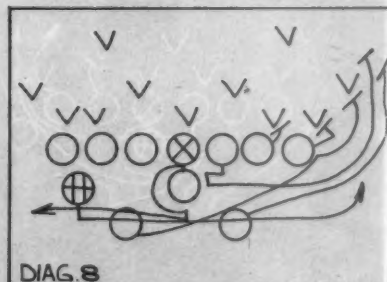
heads up, the linebackers would drift with the flow of the play. If one of the guards pulled, the linebacker on his side would go with him, usually taking the other linebacker with him. This type of keying stopped our reverse. In order to counteract the maneuver, we decided to use the double reverse.

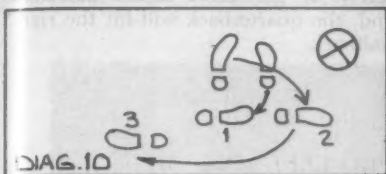
Once the team has the bootleg down to perfection, the double reverse is simple to learn. The quarterback takes a reverse spin and fakes the pitch. We want him to spin a little deeper on the double reverse to give the guard more room. The primary rule for the quarterback is to remain as close as possible to the line of scrimmage and still give the guard room to pull.

The on-side halfback's motion is the same for the double reverse as it is for the bootleg, except that he makes sure the defense knows he does not have the ball by keeping the palms of his hands in plain sight. The off-side halfback swings around end instead of diving through the tackle. He makes sure the defense has no doubt of his having the ball by not going near the quarterback. The double reverse is set up by the fake, or lack of it, of the halfbacks. They must make it appear as though the reverse is being run, but with so little faking that no one is fooled. It will help if they turn to look at the quarterback after making their poor fake.

The slot back is the ball-carrier on the double reverse. He takes a drop step with his inside foot, which should place him about two yards behind the line of scrimmage. The point of exchange between the quarterback and the slot back should take place between the off-side guard and the tackle. We like the palms-up style of hand-off for this play (Diagram 8).

On the double reverse we have the on-side guard pull. Again, as in the case of the bootleg, we want the guard to drop step with his inside foot. Then he should take his second step with the outside foot, making it appear as though he were pulling for the bootleg. On this same step he should pivot to the rear and take a third step with





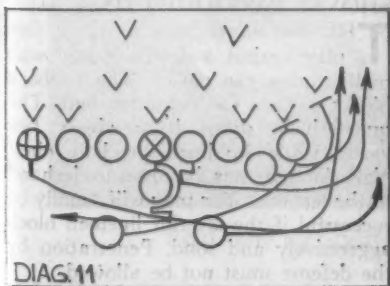
his outside foot (Diagrams 9 and 10). Although this might seem to be a rather complicated maneuver, the high school guard who can pull at all will have no trouble. This movement should tell a good middle linebacker that the play is going the other way.

The key block for the double reverse is on the defensive end. We assign both the end and the off-side halfback to cover this man. If the end still has his block as the halfback comes by, the halfback goes on downfield. The rule for the pulling guards is: block anyone crossing the line of scrimmage from the time you make your turn until you turn downfield. If the defensive end slips off our end after the halfback passes, the guard will pick him up.

By running the bootleg as often as we do, the defensive tackle will, more often than not, pursue himself right out of the play. If the defensive tackle has been pursuing well during the game, word is sent in to influence block him on the double reverse. Our tackle will then make a half-hearted attempt to block him toward the hole. The defensive tackle should play pressure enough to go the other way. If our tackle can handle the defensive tackle, we let him play normally, making sure he does not slip off to the outside.

We have never encountered a defense that could key the double reverse, but just in case anyone ever figured that the double reverse is always run away from the slot back, we have a double reverse with the end carrying the ball (Diagram 11). The movements

(Concluded on page 69)



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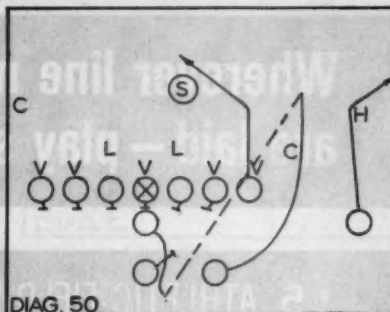
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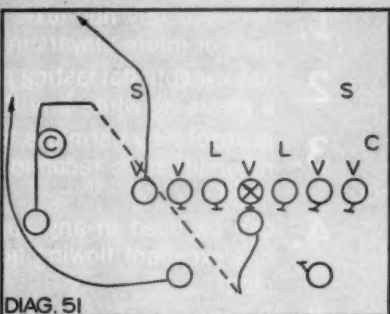
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DIAG. 50

DIVIDE RIGHT (Diag. 50)

MOST coaches feel that the divide pass is hard to cover in a three deep coverage unless there is a hard rush. The quarterback watches the safety. If the safety covers the right end, the quarterback will hit the right halfback.



DIAG. 51

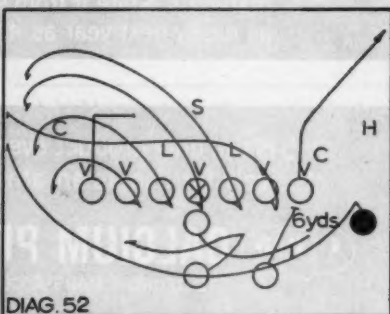
PRO LEFT (Diag. 51)

THE pass shown in this diagram is a professional stand-by. The quarterback watches the corner or defensive man near the left end. If the corner man drops back, the quarterback hits the flare man, and if the corner man covers the flare, the passer will hit the left end. If the left halfback is an elusive runner, this pass can be a good gainer.

THIRD DOWN PLAYS

ROLL-OUT REVERSE (Diag. 52)

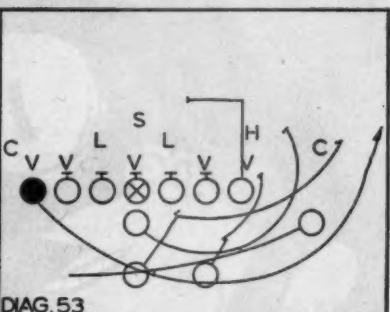
WE have always felt that the quarterback must think differently on a third down and long yardage situation. A few running plays are necessary for use in this situation. We have had success with the play shown in the diagram, especially against a team that does not have a trailer. The quarterback rolls out and hands to the flanker. The fullback takes three steps to the right, stays low, and picks up any deep trailer, or he can block the end in. All interior linemen drop back, bump hard and curl. The right end leads across the line.



DIAG. 52

END AROUND (Diag. 53)

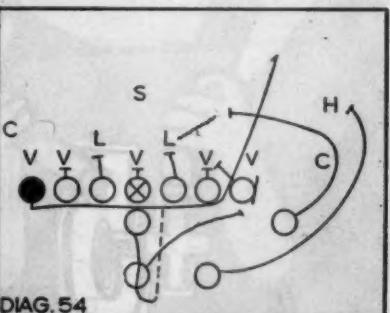
AN end around reverse off the roll-out reverse is shown in this diagram. The flanker hands to the end coming around. Then the fullback and right halfback both step up, hesitate, and block. The interior linemen use fairly aggressive blocks and keep the defensive men occupied.



DIAG. 53

SHOVEL PASS RIGHT (Diag. 54)

THE old shovel pass is still a fine play against a defensive end who really rushes the passer. The fullback blocks out on the defensive end. The quarterback drops back about five yards while holding the ball chest high. After he sets, he tosses underhand to the left end. The play will usually be successful if the interior linemen block aggressively and solid. Penetration by the defense must not be allowed.



DIAG. 54

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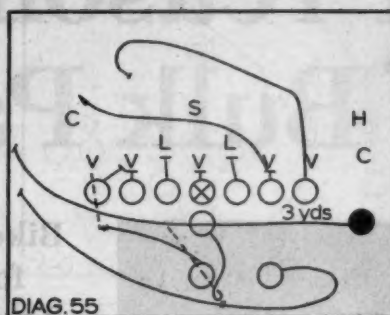
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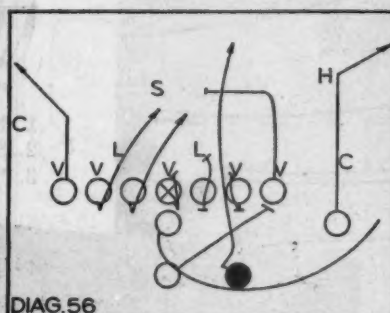
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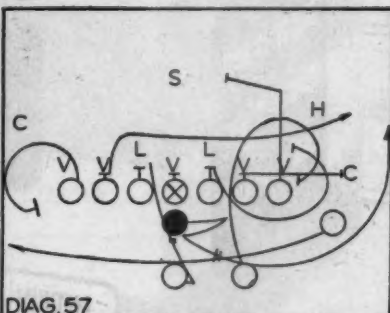
SHOVEL PASS, FAKE STATUE OF LIBERTY (Diag. 55)

A shovel pass to the flanker after faking the Statue of Liberty to the right halfback is shown in this diagram. The quarterback should drop back six yards, bring the ball back as he does on the Statue of Liberty play, and then toss underhand to the flanker. The right halfback must carry out his fake well. The fullback should step to the left, watch the defensive end, and when the defensive end notices the Statue of Liberty fake, the fullback should begin his block.



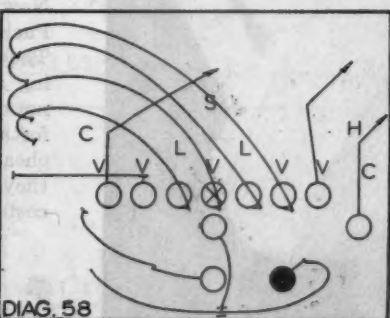
RIGHT HALFBACK DELAY (Diag. 56)

AFTER the ball has been snapped, the right halfback sets facing in at a 45 degree angle. The quarterback brings the ball to him, hands with his left hand, and continues with his roll-out. When the right halfback gets the ball, the right tackle and right guard drop back, show pass, and start their blocks. The left tackle and left guard also show pass and go downfield to block.



COUNTER REVERSE BOOTLEG (Diag. 57)

ON this play the quarterback keeps the ball in both hands and fakes to the fullback. He rides to the flanker coming around, places the ball on his right hip, takes three slow steps, and then sprints wide. The right halfback curls back on the defensive end. The right tackle blocks and then turns out on the corner. The right guard blocks, then pulls and looks in.



STATUE OF LIBERTY (Diag. 58)

FOR three consecutive seasons we averaged 12 yards per try on this play. On long yardage situations the defensive end's path of rushing is watched closely. If the fullback can block him in, this play does well. The quarterback drops back seven yards while holding the ball chest high and looking to his right. The right halfback raises his arms as he would in pass protection, circles tight, and takes the ball from the quarterback. The quarterback should place the ball low and away from his own body. The fullback watches the defensive end and if possible blocks him in. If he is needed, the left tackle blocks and goes out. If no one is to the outside, the left tackle turns up the field. The left guard, center, right guard, and right tackle all show pass, bump two counts and curl.



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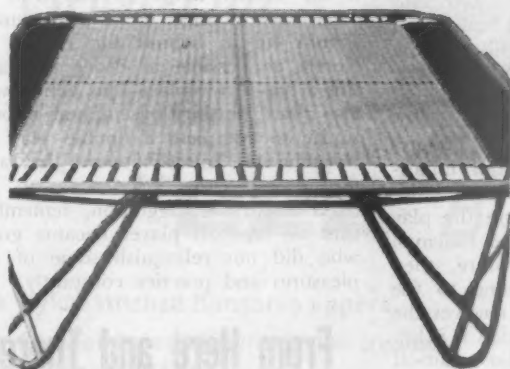
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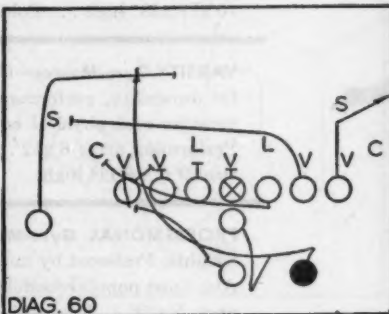
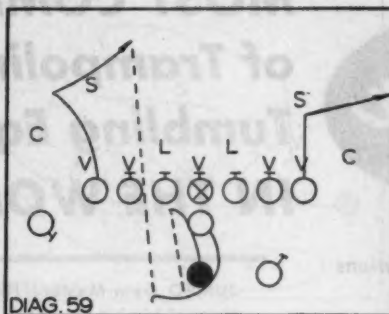
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FULLBACK DELAY, LATERAL AND FORWARD (Diag. 59)

THIS play is off the fullback delay series. The quarterback drops back and slips the ball to the fullback who sets and waits for it. After the fullback gets the ball, he runs with short hard steps toward the line. When he is three feet back of the line, he stops and laterals back to the quarterback, who immediately throws deep to the left end. The left end loafs out and breaks deep when the fullback pitches back to the quarterback. If a team has been using the fullback delay on long yardage situations, this play may provide the long one.

HALFBACK DELAY (Diag. 60)

THE first time we used this play it netted a 54-yard gain. The quarterback drops back five yards, plants his right foot, steps up, and hands the ball with his left hand to the right halfback who fakes pass protection to the right. The fullback steps to the left, delays two counts, and then blocks the defensive end out. The right tackle is the post man on a two-time block. After bumping, the right guard pulls and blocks out on the corner.

To be continued in the May issue

Playing Third Base

(Continued from page 42)

by the second baseman; and if it is hit directly at the third baseman, the play should go by way of the catcher.

In the same situation with no one out, the third baseman must take into consideration the score and inning and ask himself whether he will give the opponents a run by making a double play by way of third to first, or second to first. Perhaps he should throw to the plate and cut off the run. The existing conditions are of major importance and should be taken into consideration by the fielder before the play takes place. When the third baseman has decided on the procedure, then he makes his play according to the position he is in when he receives the ball and the speed with which it is hit.

The third baseman is also a cut-off man. With a runner on second base and a hit to left field, he should station himself about 25 feet in front of home plate in line with the throw. The catcher calls the play — generally saying nothing if the ball is to come through or *cut it off* if there is no play at the plate and he thinks the third baseman can trap the hitter between first and second (Series D).

A very important play takes place

when the opposition has a runner on third base who represents the winning or tying run. The infield is drawn in to cut off the run. When the ball is hit, the runner on third may go in or not, depending on the manager's judgment. If he does attempt to score, the third baseman throws to the plate, and if the runner holds up and tries to come back to third, the third baseman should fill in behind the runner as closely as possible in order to make this a one-throw play. This action will also allow the third baseman an opportunity to complete a double play by trapping the hitter between first and second.

As a parting suggestion, remember that no baseball player became great who did not relinquish some of his pleasures and practice constantly.

From Here and There

(Continued from page 4)

ment games, Denton scored a total of 98 points and held the opposing teams to 65 . . . "Jack" Spratt of the Hillyard Chemical Corporation is presently serving as president of the Basketball Hall of Fame Corporation . . . Over a 15-year period, the incidence of high school football fatalities is 1.39 per 100,000 participants.



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FIFTY-SECOND

RAKE

Friday

April 28

DES MOINES SAYS

Drake University, the Drake Relays Committee and the Greater Des Moines Committee extend a cordial welcome to the athletes of universities and colleges of America and the high schools of Iowa to attend the fifty second running of the Drake Relays in Des Moines on April 28 and 29



Program of

Special Events

100-Yard Dash, 120-Yard Hurdles, 440-Yard Hurdles, 880-Yard Relay, 1-Mile Relay, 2-Mile Relay, 4-Mile Relay, 8-Mile Relay, 16-Mile Relay, 32-Mile Relay, 64-Mile Relay, 128-Mile Relay, 256-Mile Relay, 512-Mile Relay, 1024-Mile Relay, 2048-Mile Relay, 4096-Mile Relay, 8192-Mile Relay, 16384-Mile Relay, 32768-Mile Relay, 65536-Mile Relay, 131072-Mile Relay, 262144-Mile Relay, 524288-Mile Relay, 1048576-Mile Relay, 2097152-Mile Relay, 4194304-Mile Relay, 8388608-Mile Relay, 16777216-Mile Relay, 33554432-Mile Relay, 67108864-Mile Relay, 134217728-Mile Relay, 268435456-Mile Relay, 536870912-Mile Relay, 1073741824-Mile Relay, 2147483648-Mile Relay, 4294967296-Mile Relay, 8589934592-Mile Relay, 17179869184-Mile Relay, 34359738368-Mile Relay, 68719476736-Mile Relay, 137438953472-Mile Relay, 274877906944-Mile Relay, 549755813888-Mile Relay, 1099511627776-Mile Relay, 2199023255552-Mile Relay, 4398046511104-Mile Relay, 8796093022208-Mile Relay, 17592186044416-Mile Relay, 35184372088832-Mile Relay, 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RELAY

April 29

SAYS "WELCOME!"

Welcome—And Again Welcome to Des Moines and the Drake Relays

**We'll
Help Make
Your
Reservations**

The Drake Relays Headquarters Committee will be glad to make hotel reservations for you and your team. For further information, write Bob Karnes, Drake University, Des Moines 11, Iowa.

★ ★ ★
grand Events

10-Yard Hurdles, 40-Yard Relay, 880-Yard Relay,
Broad Jump, One-Mile Relay, Two-Mile Relay,
Vault, High Jump, Four-Mile Relay, Sprint Medley
Relay, Distance Medley Relay,
Two-Mile Relay, 480-Yard Shuttle High Hurdle
Relay.

Special Events: 100-Yard Dash, 20-Yard High Hurdles, Mile Run, 40-Yard High Jump, Pole Vault, Football, 100-Yard Relay, Shot Put, Discus Throw, Broad Jump, and Shot Put.

ays: 440-Yard Relay, 880-Yard
ay, One-Mile Relay, Two-Mile
ay, and Sprint Medley Relay.
High School Competition Limited
to Iowa High Schools.)

Lyle Bennett
Track Coach
Central Michigan Univ.



Dave Rankin
Track Coach
Purdue University

MANY versatile high school track men become enthused at the thought of competing in a decathlon, but because of the metric-measured running distances, lack of needed collegiate field equipment, and the complexity in scoring the events, few are ever given a chance to find out if they have any real talent for the ten-event contest. Even if a decathlon is available to them, most high school boys are not physically prepared to throw the college shot and discus or to run the 42" college high hurdles. And since high school javelin throwing is allowed in only 19 states, many boys would not be familiar with this event at all.

For these reasons we have devised a decathlon for high school boys, substituting events that are common to high school track meets for those that make up a regular decathlon. We have replaced the 100 meter dash, 16-pound shot put, 400 meter run, 110 meter high hurdles, (42"), college discus, javelin, and 1500 meter run with the 100-yard dash, 12-pound shot put, 440-yard run, 120-yard high hurdles (39"), high school discus, football throw, and

Tom Ecker competed at Iowa in the jumps, sprints, middle and long distance races winning titles at the Drake and Kansas Relays as well as in Big Ten championships. He has coached track and cross-country at the high school level and is presently readying a text for the market.

three-quarter mile run respectively. The broad jump, high jump, and pole vault remain unchanged.

As in regular decathlon competition, the high school decathlon is designed to be run off in two consecutive days. The first day's events in order are: 100-yard dash, broad jump, shot put, high jump, and 440-yard run. On the second day the events are: 120-yard high hurdles, discus throw, pole vault, football throw, and three-quarter mile run. Each contestant must compete in every event or be withdrawn from competition.

In scoring the high school decathlon, points are awarded the athletes for surpassing certain marks in each event according to the high school decathlon scoring table. The points range in each event from zero for a poor performance to 1500 for surpassing the recognized national interscholastic record in the event. *Editor's Note. Copies of the scoring table can be obtained by writing Coach Tom Ecker, 511 Walnut St., Elizabethtown, Ky.*

The races are run exactly as they are in a track meet except that the 100,

440, and high hurdles may be run in heats if they are needed, using three or four boys in each heat. In the three-quarter mile run, it is better to run all athletes in one heat if possible, depending on the number of competitors and available watches.

The high jump and pole vault are the two most time-consuming events in the decathlon and afford the athletes a good chance to rest while the competition continues. Starting height in both of these events must be suitable to every contestant as long as it is no lower than the lowest height for which points are awarded. Passing is permissible.

In the broad jump, shot put, discus throw, and football throw, the contestants are allowed only three trials. If an athlete fouls on all three attempts in any of these events, he scores no points for that event.

In the best interest of competitors, officials, and spectators, we eliminated the javelin throw and substituted in its place the less dangerous football throw. If a regulation javelin run up lane throwing sector is available, it can be

used for this event. However, since the javelin run up lane is so complex and because measuring each throw would be difficult, we recommend a lane 10 feet wide with a straight scratch line at one end. Throws are then measured from the center of the 10 foot line to the point where the football lands in its initial flight. There is no limit to the length of run a boy may take in his approach for the throw.

Except where special regulations have been noted, official high school track and field rules are to be observed in all events. Lanes and field event order are decided immediately before each event by drawing lots.

Competing in this high school decathlon will give boys an idea of the marks and scores they are able to make under decathlon conditions. Also, it will enable them to compare their point totals with others, encourage them to work on weak events, and to improve their overall scores. In short, it will better prepare them for the real decathlon that they may want to tackle when they are a little older and stronger.

A Decathlon for High School Boys

By TOM ECKER

Track Coach Elizabethtown, Kentucky, High School



Wrist strap weights develop complete arm and shoulder

Wear during warmup, during practice on the field in class at night (inside or outside of socks). Used by 1022 high schools, 53 colleges, 2 pro football teams. Used by champions in football, basketball, track, boxing and wrestling. A great conditioner.

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Make it part of your team's *daily diet*, for that *extra edge of endurance that helps teams win.*

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NUTRIENT	MALE			
	age-10	16	25	45
Thiamine	38.0%	25.0%	30.0%	33.0%
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Niacin	9.5%	6.5%	7.5%	8.0%
Vitamin C	4.8%	3.6%	4.8%	4.8%
Vitamin B ₆	16.0%	16.0%	16.0%	18.0%
Protein	13.5%	9.5%	14.5%	14.5%
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NOTE: These percentage values are slightly higher for girls and women.

FOOTBALL practices at Oxon Hill Senior High School presented many problems. We were handicapped by a limited staff, time available for practice, and a large squad of inexperienced boys. For awhile the odds against the staff seemed insurmountable, making our greatest efforts appear futile. Under the direction of head coach, Jim Matthews, we held a series of meetings directed toward developing some overall plan to attack the most urgent problems. It was not long before the coaches discovered just how inefficient they had been and then set about the task of developing a better organized practice.

Like most methods, ours grew out of recognizing the existence of a problem and then seeking some satisfactory answer. We discovered that a great deal of practice time was lost in the locker room. The boys were available after the 3:30 bell but it was always 4:00 or later before any semblance of organized practice could be started. We tried having the boys dress hurriedly and report to the field for early individual drills. The two coaches attempting to conduct these drills had little opportunity to accomplish very much. The greatest problem was having a limited number of coaches to conduct the variety of necessary drills. This prevented the close personal attention necessary for proper skill development. Another discouraging factor was that some boys missed drills entirely, making it to the field just in time to begin the regular practice. Far too many of those missing the important drills were our regulars. Then too, we had no way of knowing who had completed the drills or how well they did them. All we knew about the early drills was that the boys on the field were busy, while the slower dressers were getting ready, and the third coach was finishing the many locker room details. After a long look at our methods, we decided they were not only inefficient, but we were actually encouraging the development of some bad habits.

At Oxon Hill no time is available for skull sessions. The lunch periods are staggered by classes and the majority of students travel by bus to school, arriving just before the bell. Also, all of our students carry six full classes each day without provision for activity or a free period of any type. These combined features forced us to take time for skull sessions after 3:30 and then have the boys dress and report for practice. We were reluctant to follow this procedure in view of the limited skill development among the squad. The time on the field was considered so valuable that many of the skull ses-

sions were eliminated in favor of gaining more field time. At the same time the work on the field gave evidence that more time should be spent on blackboard drills. Again, time available for preparation proved to be the one big factor.

In Prince George's County, Maryland, the junior high schools do not participate in competitive football. In no case is a school considered a *feeder school* in the athletic sense. We have three junior high schools pouring many tenth graders into our school who are eager and active but lack skill and

Since they changed almost daily, the assignments were not static. A boy was never allowed to feel that he was on a squad to stay, because each day the equipment manager gave him his assigned jersey along with his practice gear. The squad plan had a psychological effect which we exploited to the fullest. We nailed a large sheet of plywood on the dressing room wall and painted it white. On the board were colored circles representing each of the squads in offensive formation. The top squad was represented by black circles and so on down to the maroon unit.

Practice a Plan

By GUY M. LEWIS

Assistant Football Coach, Oxon Hill Senior High School,
Prince George's County, Maryland

concept. Viewing the policy, it is easy to see why we have a large squad of inexperienced boys. Our job is to teach football from the very basic fundamentals while creating some understanding of game play with just three coaches. Each part of the game needed attention and at the same time we had to know how each boy was progressing as an individual. The coaches were afraid, and rightly so, that in many cases our evaluations were based on judgments not too well formulated. It was decided that we needed to afford ourselves greater opportunity to see the boys perform as members of a squad.

Our first move was to develop a squad organization plan. It was decided that our aims would be best accomplished if the boys operated in well-organized units. Before practice the members of each squad were selected by the staff and posted in the dressing room, thereby eliminating the usual loss of time due to selection on the field. Practice sessions were organized around these squads. In this way, the coaches knew exactly which drills each boy had been exposed to during the practice. It was a means of eliminating duplication in drill unless the duplication was desired. From 60 boys we selected five squads of 11 and had a few left over. These squads were named for colors and identified by scrimmage vests. The leftovers were our *rinks* and wore the white practice jerseys while working for a chance to climb the ladder to the black, or first squad, through the green, blue, gold, and maroon squads.

At the top of each of these circles we drove a headless nail and along the bottom of the board enough excess nails to take care of the *rinks*. Some round identification tabs were secured which were just a bit smaller than the painted circles. On each tab was placed a boy's name. When the tab was hung on the nail, a fringe of color was visible.

To develop the plan further it was announced that the boys on the black squad Thursday would be the starting unit on Friday. It was explained that a boy could move up only one squad each day but that a missed practice, for any reason, would automatically mean a drop to the *rinks*. It was found that the former flood of excuses to miss practice practically disappeared. Another noticeable development, although completely unexpected, was that our injured boys recovered far more rapidly. At times we were forced to start a less efficient boy than one sitting on the bench. As distasteful to us as it was, we adhered to our plan of always starting the black unit as well as that of substituting down squads. If our regular left guard was out all week, no matter what the reason, on Friday he would automatically be on the *rink* squad. Before he could get into the game five left guards would be used starting with the boy who had been promoted to the black squad and working down through the whites. The boys responded and seemed to like the arrangement. Each practice now had a purpose and the boys knew exactly

where they stood at all times.

As a part of the reorganization, our locker room procedure, warm-up, practice plan on the field, and individual drills were changed.

The boys were now required to report to the locker room, draw their equipment, dress, and check the plan of the day which was posted on the bulletin board. We allowed twenty minutes for the entire operation. After dressing, the boys were given a ten-minute skull session on some particular part of the game. One coach conducted the session while two gave their attention to the injured. This brief but pointed session proved to be far more effective than the former plan of having one or two long, drawn-out sessions. The boys seemed to gain understanding from the relationship that always existed between the explanation and actual field practice.

After the skull session, the entire team went to the field together. Late comers were demoted to the *rinks*. This method reduced the number of tardies far more than the old *lap* method. The boys were told that the demotions were not given as punishment but were simply a part of the unit or squad plan. This simple explanation was sufficient.

Once on the field the boys warm up with one or two 200-yard sprints at

Guy Lewis graduated from East Carolina College and served as head coach for two years at each of the following North Carolina schools: Edwards Military Institute, Murfreesboro High School, Greenville High School, and Hopewell High School. The past two seasons he has been an assistant at Oxon Hill and is working toward his doctorate at Maryland.

three-quarters speed by squads. Then they are kept moving at an ever-increasing pace with work on punt returns, punt coverage, kick-off returns, passing, and defensive pursuit drills. Usually, we concentrated on one phase at each practice. The coaches were careful to guard against a lag in the movement of the practice.

Situation scrimmage followed the warm-up. The situations were prepared in advance and were worked on for the allotted amount of time. There is always a tendency to work a little longer than scheduled on each item. Our situation scrimmages were held on a marked field using managers as officials. Most of the work during situation scrimmages was between the goal line and the 20-yard line. More often than not the last part of this drill was devoted to *four minutes remaining* situations with the offensive and defensive captains making all of the deci-

sions. Throughout these drills substitutions were made by squads which enabled us to spend more time practicing since time-consuming on-the-field selections were not necessary.

The concluding part of practice was given over to group drills, developmental exercises, and individual drills. First came group work with linemen, backs, etc. This pre-planned work would continue to carry the theme of the practice. Various types of sprints were employed to conclude our developmental exercises. We tried to make them highly competitive by using squad relays or individual boys sprinting against time. In all cases, we attempted

to have the boy leave the field keyed to a point which would demand that he return the next day determined to do a better job. After the development phase came the individual instruction. Each coach selected as many men as he felt he could handle adequately for close personal work. This instruction proved to be invaluable since the phase of the game which needed improvement the most received the necessary instruction. It was found to be an excellent way to conclude practice. Our only variance occurred when the field drills were limited and practice was concluded with a short skull session.

(Concluded on page 65)



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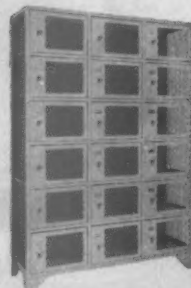
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New Books

Track Technique, edited by Fred Wilt. Published by *Track and Field News*, Los Altos, Calif. Thirty-two pages. Four issues a year for \$3.00.

This new technical journal contains a number of highly scientific studies by world-wide experts. Most of the material in the first issue deals with research,

and very little emphasis is placed on the technique of the various track and field events.

A Football Scouting Workbook, by Joe Dienhart and Homer Allen. Published by *Tri-State Offset Co.*, 817 Main St., Cincinnati 2, Ohio. Price \$1.50 for one copy, or \$30.00 for 25 copies.

As indicated, this is a workbook and it is arranged to make the task of the football scout easier. On each play space is indicated for the down and yards to go, position in the field, yard line, type of play, gain, formation, and notes as well as a diagram of the play.

There is also a separate space for pre-game scouting, scouting the kick-off, and scouting the defensive pattern as well as summarizing the data. A tremendously useful book.

The Passing Game in Football, by Jack C. Curtice. Published by *The Ronald Press Co.*, New York 10, N. Y. One hundred and seventeen pages. Publication date Feb. 3. Received for review Feb. 6. Price \$3.50.

Whenever a clinic director wants to incorporate a discussion of the passing game into the clinic program, the first name which comes to mind is that of Jack Curtice.

His book is divided into twelve sections — Philosophy of Offense; Personnel; The Running Pass; The Jump Pass; "Everybody Block" Passes; Play Action Passes; Special Passes; Complementary Running Plays; Other Formations; Coaching the Quarterback; Practice Sessions and Drills; and Advice for the Beginner.

This superb text contains 111 illustrations and diagrams. One of the best on the market.

School Health and Health Education, by C. E. Turner, C. M. Sellery, and Sara Louise Smith. Published by C. V. Mosby Co., St. Louis, Mo. Four hundred and eighty-one pages. Publication date Jan. 23. Received for review Jan. 27. Price \$5.00.

This is the fourth edition of the book first published in 1947. It has been one of the most popular books on the subject and is designed for teachers and school health personnel in training and service.

Athletic Achievement Program for Boys and Girls, edited by Harold T. Friermood. Published by *Association Press*, New York 7, N. Y. One hundred and eleven large size pages. Publication date Nov. 1. Received for review Nov. 9. Price \$4.00.

The booklet shows the scoring system for ten events with six classifications as determined by the Cozens exponent plan. The achievement program is worked out for both boys and girls from the age of 9 years-4 months to 18 years. There are also ten events for girls. These two achievement tests are the basis for the YMCA athletic achievement program.

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Golf Fundamentals, by Corinne Crogen. Published by N-P Publications, Palo Alto, Calif. Seventy-nine large size pages. Publication date Nov. 18. Received for review Jan. 3. Price \$2.50.

First published in 1957, this revised edition incorporates numerous changes brought about by three years of classroom use. The manual is designed to supplement instruction and is not intended as a self-instruction guide. The author is a member of the physical education staff at Long Beach State College.

Aerodynamics of Javelin Flight, written and published by Dr. Richard V. Ganslen, University of Arkansas, Fayetteville, Ark. Seventy-three large size pages. Publication date Dec. 24, 1960. Received for review Feb. 3. Price \$2.00.

This book is the result of five years research and we predict it will be the basis of future legislation on the construction of the javelin. It is highly technical, involving lengthy and complicated formulas pertaining to aerodynamics. Much of the research was carried on in wind tunnels.

Sprinter, by W. R. Loader. Published by The Macmillan Co., New York 11, N. Y. One hundred and forty-four pages. Publication date Feb. 13. Received for review Feb. 10. Price \$3.50.

Written by an Englishman and first published in England, the book tells the story of a boy's ambition to become a runner, and of his later appreciation as an adult of the peculiar satisfaction and value of track.

Football for Boys, by Joe Kuharich. Published by Follett Publishing Co., Chicago, Ill. One hundred and twenty-eight pages. Price \$1.00.

Basketball for Boys, by Chuck Orsborn. Published by Follett Publishing Co., Chicago, Ill. Ninety-six pages. Price \$1.00.

Track and Field for Boys, by Peyton Jordan. Published by Follett Publishing Co., Chicago, Ill. One hundred and twenty-eight pages. Price \$1.00.

Baseball for Boys, by George Digby. Published by Follett Publishing Co., Chicago, Ill. Ninety-six pages. Price \$1.00.

Each of these four books is co-authored by Marshall McClelland and we can say that they are far and away the best youth books on sports to be published. In the first place, the author in each case is an authority on the sport and not merely a professional writer.

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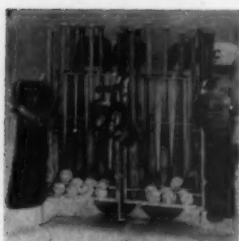
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For Further Information, See Buyers Guide, page 86



"BAT BOY" is designed to keep team equipment off the ground during games and to provide an easy means for transporting it either on the field or in the car. The cage consists of two sections, each with its own semi-pneumatic wheel and axle, joined by a pivot which holds the two sides together and also serves as an extensible handle. When the cage is closed, helmets and catchers' paraphernalia can be placed inside. Illustrated brochure available from Leflar Industries, Inc., 1426 S. W. 2nd Ave., Portland 1, Ore.

THE new "Master Vu-Graph 7700" has the brilliance and power of larger units yet its shorter supporting post practically eliminates all obstruction to eye contact between the audience and the instructor. It features a built-in cellophane roll device, cooling by silent, centrifugal blower, and spring-loaded elevating legs. Another feature is the small size of the projection head, while the overall size of the projector housing is only 23" x 12½" x 12½". Charles Beseler Co., 219 S. 18th St., East Orange, N. J.



THIS ingenious device is designed to give the track man maximum power in his starts. Using existing starting blocks, the front block is replaced with the "Kick Gauge." By experimenting with starts and recording the thrust registered on the "Kick Gauge," every runner is able to record the most efficient placement of the blocks. Elmer's Handicaps, Box 408, Big Spring, Texas.

THE very latest in whirlpools pictured here is made of fiberglas and because of this it is lighter in weight, non-corrosive, no danger of electrical shock, and very little heat loss, permitting the water to stay hot longer. This whirlpool comes equipped with an adjustable seat sling, thermometer, chromed motor, and ejector with lifetime bearings. Guaranteed for a year. Kickapoo Logan Co., 16704 Bollinger Dr., Pacific Palisades, Calif.



MADE of pure white heavy-duty canvas, these new gymnastic shoes are available with both rubber and leather soles and canvas drill inner soles. All the edges are overlapped stitched and seams are on the inside. A special feature of these shoes is the 6-inch elastic strap across the instep to insure extra snugness and perfect fit. Gymnastic Supply Co., 250 W. Sixth St., San Pedro, Calif.

The results are technically correct books written in easily understood language by Marshall McClelland. The illustrations depict young boy athletes instead of the college and professional players used in some youth books.

Volley

(Continued from page 26)

Generally speaking, play in the forecourt must be decisive and aggressive. Teach pupils to move in behind well-placed drives and insist that their volleys be dropped near the net or angled sharply away from opponents.

Players should be selected for net work on the basis of speed, height, physical coordination, and visual reflexes. Pressure on the volleyer at high school and college levels is often a key factor in destroying the confidence of young tennis players. Unless a pupil displays the temperament necessary to compete in team matches, other methods of play should be considered. Before endorsing or outlining a course of action, coaches will benefit considerably by studying the potential of the players on their squad in actual competition.

Passing System

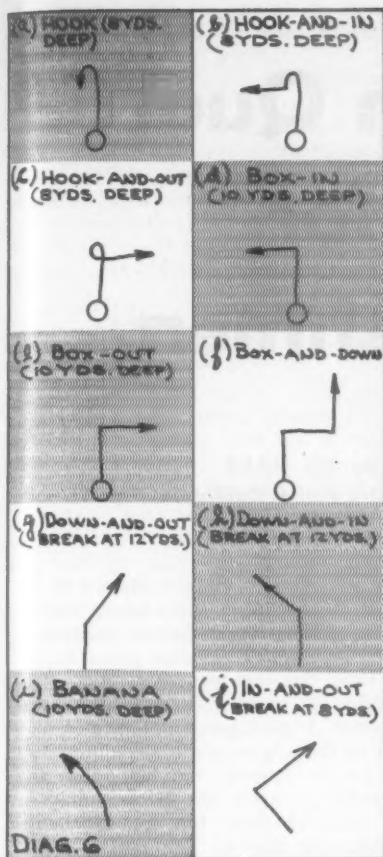
(Continued from page 13)

are taught the names and execution of ten of these (Diagram 6). Thus the quarterbacks are able to call the maneuvers by name when employing the designation pass system. Obviously, the system supplies our offense with a dazzling assortment of pass pattern possibilities.

Our quarterbacks find the system easy to use. They merely have to call the formation, designate the maneuver or maneuvers desired, and then are ready to place pressure on the opponents.

We have also noticed that the designation pass system has cut down on the opponents' interceptions of our passes. When using the system, the quarterbacks do not seem to display any dangerous indecision about which receiver to hit with a pass. With this psychological block eliminated, our passing

Phil Krueger served as head coach at Yuma, Arizona, High School and backfield coach at Beaumont High School in St. Louis before joining Jim Strangeland's staff at Long Beach City College last summer. Parts of the system were described by the author while he was serving as a speaker on the program of the Arizona State Football Clinic in 1959.



attack has lost much of its gambling aspect.

Early in the week before a game, the quarterback is told what pattern according to the scouting report should have reasonable success against the coming opponent. During the week of practice the quarterback designates these suggested patterns. However, on game day the system permits us to make adjustments easily when required.

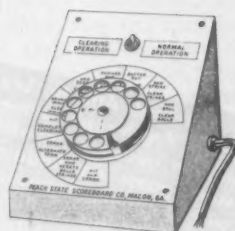
We are sold on the designation passing system and feel we have just started to realize its potential.

Practice a Plan

(Continued from page 61)

Of course, it is pointless to say that we are happy with the results achieved through our practice plan. We believe in it and work hard to make it work for us. It is not offered as a panacea for all practice problems. Any analysis will definitely show that inherent weaknesses exist — we are the first to admit these shortcomings. But, by the same token, we are just as strongly convinced that this is the plan for us — we preach it, but most important we practice it. The most important thing for all who coach is to *practice a plan*.

AN exciting new concept in scoreboards is this "Dial-O-Matic" electronically controlled system. It is identical to a standard telephone dial except that scoring functions replace telephone numbers. The scoring box performs 18 basic baseball functions on a single dial, clearing the board of balls, bats, and errors as the new team comes to bat. When the last out of an inning has been made, it automatically indicates the new team at bat. Peach State Scoreboard Co., 624 New St., Macon, Ga.



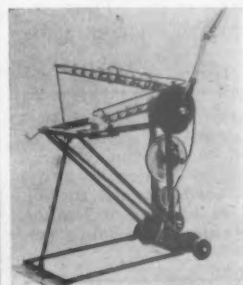
ILLUSTRATED in full color, Champion Knitwear Company's new 32-page catalog is available free of charge. Champion's complete line of uniforms for football, baseball, basketball, golf, soccer, swimming, tennis, track, wrestling, gym suits, and physical education suits are shown. Featured in the catalog is the popular "NYP" football pant. This washable and durable Nylon cotton shell pant with zipper front is priced at \$5.75. Champion Knitwear Co. Inc., 115 College Ave., Rochester 7, N. Y.

THIS new utility bag is designed for multi-purpose use by the athletic teams. It will carry three basketballs, a dozen bats or a full complement of other baseball, football or track gear. Made of army duck, it is 35 inches in length with a diameter of 13 inches and has a 27-inch heavy-duty Talon zipper. The web end handles afford easy two-man carry and it folds accordion style for compact storage. Howard Zink Corp., Fremont, Ohio.



CALLED the "Easy Reader," this watch shows the tenths of seconds on a separate dial, with the divisions about 10 times larger than on the usual watch. It registers the tenths with great accuracy and makes timing easy. The outer scale is divided into seconds and minutes. This watch has a seven jewel, lever movement is dust-, shock-, water-protected, and anti-magnetic. Available in this country for the first time, it is being introduced at the reduced price of \$25.00. Track and Field News, Box 296, Los Altos, Calif.

THIS new combination bruise pack and compression bandage is completely washable, reusable, and thus eliminates the expense of bandage and adhesive in the normal bruise pack dressing. The "Grid Bruise Pack" consists of a 5" x 7" closed cell foam pad 1/2" thick in a flannelette pocket with 5 1/2 yards of 3" elastic bandage. A 2 1/2" pre-cut hole in the center of the pad provides application on the knee or elbow. Manufactured by the Grid Division of Jung Products, 314 E. Court St., Cincinnati, Ohio.



THE "Olympic" model pitching machine has a newly designed spring for greater speed and stability and a stronger, heavier, sturdier frame for long life. Equipped with an electric motor, the price is \$325 and with a gas motor is \$350. The electric machine has a remote control attachment (\$10 additional) which enables a coach to start and stop it from the batting area. The "Champ" model is designed for youth leagues and junior high schools and is priced at \$200. Dudley Sports Co., 633 Second Ave., New York 16, N. Y.

Hayward Athletic League, Special Rulings, Football: "Frosh-soph games shall consist of four 10-minute quarters. Immediately following each frosh-soph game an additional 10-minute fifth quarter will be played between the two schools on a game-scrimmage basis. Participation shall be limited to freshman players who did not play during the regular contest. Administratively, this period shall be considered as part of the regular attendants shall doctor, officials, and other field attendants shall participate. No score shall be kept or counted and the shall be no kick-off. A coin shall be tossed and the ball shall be put in play on the offensive team's 35-yard line. Coaches may enter the playing field at their discretion. All other phases of this playing period shall be governed by the rules of the game."

A Fifth Quarter for Freshmen

By ED HART

Football Coach, Castro Valley, California, High School

ONE of the shortcomings of a stiff competitive football program is that participation by a large number of boys must often be sacrificed in order to train the talented few properly. This is particularly true when it comes to game experience. Many boys spend too much time on the bench.

Here is a plan that appeals to coaches whenever they hear about it. A better program is provided for the boys, and in the long run it may win some varsity games.

The idea grew out of a meeting of our league's (Hayward Athletic League Southern Alameda County) football coaches which was held last year. The plan was readily accepted by the board of directors, and is now a league rule which has been tested successfully for one season.

In our league, football is played on three levels — varsity, junior varsity, and frosh-soph. The majority of coaches attempt to include as many boys as possible in the frosh-soph program in the hope that the best talent for the future may emerge. Most of the frosh-soph squads carry between 40 and 50 boys. Two coaches handle this group which will participate in a six-game schedule on Thursday afternoons.

One of the problems with which we were faced in the past was keeping a group of this size interested all season. The drop-out number had been higher than was desirable. Although our better sophomores play with the junior varsity, those who are kept on the frosh-soph team usually are advanced enough physically so that only the better freshmen receive an opportunity to play in the games. Understandably, a boy wants to play a little in order to justify the hours of hard work he is putting in during the week. This is es-

pecially true when he is a freshman. From that point the top seems far away.

Essentially the plan is: Following each frosh-soph game there is an additional playing period for those freshmen who did not play during the regular game but this time does not count as part of the official contest. In order to simplify matters, no kick-off is held and no score is kept. A coin is tossed and the ball is put in play on the 35-yard line. Coaches are permitted on the field, because it is often necessary to help boys who may have been placed in unfamiliar positions to round out a team. However, the ball must be snapped within 25 seconds. In every other respect a game type situation prevails.

From an administrative standpoint the fifth quarter is part of the scheduled contest. The officials, doctor, timekeeper, and the chain crew remain. In an effort to speed things up, the fifth quarter team is usually pre-selected to a certain extent. These boys begin warming up a few minutes before the end of the regular frosh-soph game. When the game ends, only a few minutes are necessary to line up for the extra quarter.

In order to compensate for the extra period of play, the regular game has been shortened by reducing the quarters from 12 to 10 minutes. Thus, including the fifth quarter, the total play-

ing period is 50 minutes instead of 48. Our officials' association supported the plan with no request for an increase in fee.

How did the plan work out? The frosh-soph coaches liked it for several reasons. It gave them a chance to play all of their boys without feeling compelled to squeeze everybody into the regular game for one or two minutes. It was also more fun for the better frosh-soph players. The regular game was not interrupted by as many substitutions. Also, the coaches had a chance to see some of the inexperienced boys play against others of similar ability.

Because emphasis was placed on participation by more youngsters, the administrators approved the plan. Parents liked it because more of them were able to see their boys play.

The officials did not seem to feel that the extra two minutes of their time was too much of an imposition. Once the regular game ended, they seemed to enjoy the informality of the additional session.

But most of all the boys who played liked it. Normally, they would have played very little. Now they had a chance to play in a game situation, against opponents, and with officials.

Perhaps other coaches will be able to find a place in their program for this idea. It may be the answer to a problem in a junior varsity situation.

Use of the fifth quarter has worked wonders at Castro Valley High School. We used to have 10 or 12 freshmen drop-outs during the season. Last fall, after the early season shakedown, we had none. Perhaps among the group of 15 to 18 fifth quarter boys we may have noticed one or two who will be really valuable some day. For those

Ed Hart graduated from California in 1951 and spent four years in the army, two of which he was coach of the 82nd Airborne Division. During the 1955 season he served as assistant at Lodi, California and the following year moved to his present location where his teams have shown a winning percentage of .700.

who never make the team, at least some day they can say they played some football.

Certain educational values sometimes elude us in the compelling race to build a winning football program. Most of us experience a feeling of inadequacy at one time or another. Here is one plan in which a coach can stand before a squad the day before a game and say: *Tomorrow everyone is going to play — and that's a promise.*

Line Drills

(Continued from page 32)

there was a corner backer who was taking the outside responsibility. This drill can also be used with one or two backfields.

These drills may be used with defenses other than the Oklahoma which we have shown. Various defenses are used and the players stunt quite often with them. Our offensive linemen are taught to think, and at the same time the coaches have an opportunity to observe stunting defenses and individual defensive play.

These drills are not used every day nor are other drills such as tackling, blocking, etc., excluded. A drill is ef-

fective only when it accomplishes what the coach wants it to accomplish. These drills provided enough combined single drills so that we have been able to accomplish more with a limited number of men.

New Sprinters

(Continued from page 34)

used. They should be varied as much as possible to avoid boredom and stiff muscles. Do not be afraid to add a few 440's here and there, usually early in the week or on cold days. The boys will learn to relax in self-defense if they have to run a few of those. Also, no sprinter ever blunted his speed by going a little over his distance. A day or two every season spent jogging, striding, and sprinting on a terrain away from the track will not only increase a boy's endurance, but will refresh and renew him. Remember that endurance training is essential to a sprinter, who in one meet may run the 100, 220, and quarter-mile relay, all in heats, semi-finals, and finals.

As the time for the first meet approaches, work on starts at least a short time each day. Combine the running workout with the starting practice. In

other words, give the boys eight starts on the gun in which they run hard for only 20 or 30 yards. Allow them to have a short rest and then send them all the way to the 100 finish at just under racing speed about three or four times, again from the gun. They should work from the gun at every opportunity, and the coach should correct errors made from the blocks.

When the boys start to run hard, it is easy to find fault with their style. Look for arm action that carries the arms across the body instead of forward and back. This fault tends to throw the entire action off balance. Emphasize that all action must be as straight ahead as possible. Watch for tightly clenched fists and taut forearm muscles. These indicate a lack of relaxation. Another common fault which is hard to remedy is lack of forward body lean. In correcting this, be careful that in gaining a lean, the sprinter's legs are not left behind.

As mentioned previously, the sprinter's knees must stay forward under the lean. They lose all effectiveness in a kick-up behind. Make sure that the lean is not all above the waist. The bow went out with the minuet yet some sprinters still want to run bent

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over at the waist. This fault is generally evident during the first 10 or 20 yards. In correcting it, the start and the high knee lift should be emphasized. It is important to keep in mind that faulty lean is a symptom not a cause. Correction of the knee lift will probably correct any faults in the lean.

The coach should make sure that the arm action of the sprinters is fairly high and vigorous. It takes a boy with powerful leg drive to run fast without using his arms to advantage. In sprinting, the arms are as important as the legs. They should be driven with maximum power in a steady pumping action if they are to aid the drive of the legs. Telling a boy to concentrate on moving his arms faster may improve his times.

Another danger spot is the upper body and neck where relaxation is often lost. A sprinter's head should be kept straight ahead and not thrown back or nodded forward. When tension shows in the neck and shoulders, the entire sprinting action becomes tight in a matter of strides. This fault should be corrected at once because, in our opinion, it has a great deal to do with the success of sprinting. Remember that tightness in the neck, shoulders, and

facial muscles is symptomatic of tenseness elsewhere. Telling a sprinter not to grimace will not cure the tightness, but overall attention to running smoothly will. Of course, the coach will want to correct such faults as easing up at the finish and looking back during the race.

At least a week or ten days before the first meet select a reasonably warm day and run time trials. Do not just run one 100 or one 220 and let the boys go in. If there has been time to condition the sprinter, they should be able to stand three 100's or two 220's at top speed or close to it. Give them about 10 to 20 minutes rest between, according to the individual and the day. Do not attempt to select the top two or three boys on the basis of one 100 or one 220 time trial. Even though it is pretty obvious who the top men are, it will discourage the boy who is a hard worker and who may very well help the team next year or perhaps even later on in the season. Give them all a chance at the best men every week. Sprinters have a way of coming up with an injury the day before a big meet, and it is comforting to have a boy or two around who has had the advantage of working with a fast

teammate and is in good shape.

There are more races for sprinters than for the other men, and a team that has several well-conditioned sprinters has a definite advantage. Do not forget that boys will be needed to run those quarter-, half-mile, and sprint medley relays as well as the 100 and 220. The coach should not worry about coaching the new boys across the finish line. When they have had more experience, then work can be started on the various methods of lunging or reaching for the tape. While they are inexperienced impress upon them that every 100-yard dash is 110 yards long, and every 220 is 230 yards in length. They must not slow down until the longer distance has been covered.

The week of the meet work the sprinter fairly hard through Wednesday if the meet is to be held on Saturday. Polish up starting and any faults that are in evidence. Do not make any drastic changes this close to a meet or the boys will be thrown off completely. Chances are they are nervous enough and should not be told that there is something all wrong with their style. On Thursday the sprinters should warm up well and do some easy breezing on the grass. If they work out at

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all on Friday, it should simply be to work out any stiffness. On the last two days preceding a meet sprinters should stay off their feet as much as possible. This is an overlooked and important factor. Even though their legs are in excellent shape they should rest in order to produce their best performances. The less they use their legs shortly before a race, the more bounce and power they will retain for the race. There should be no dances, long walks, participation in any other sport, and no standing around for any length of time. Standing can be more harmful than walking. It is almost axiomatic that track men do not hurt themselves at track. Many a sad coach has heard the plaintive wail: *But coach, I didn't think a couple of bounces on the rebounding equipment would hurt.*

On the day of the meet the sprinters should have a meal about three to four hours before the race. Their diet is not as important as that of the distance runners, but the meal should not be a heavy one. Potatoes and greasy meats should be eliminated, but high carbohydrate elements should be taken for energy.

The day of a meet the warm-up should not be varied too much. Very often inexperienced runners fail to warm up properly on meet day because they are afraid of tiring themselves. If anything, they should warm up a little harder than they have for practice. Sprinters should have developed a warm-up that suited them in practice, and if it was effective then it should be now. They will not make themselves tired through a good warm-up. The new concept of no warm-up other than calisthenics, which is being experimented with in some track circles, is definitely not advisable for the high school boy and has yet to be established as sound. Naturally, if the day is a cold one, the warm-up should be lengthened accordingly. On a cold, windy, wet day many times it is not the fastest, but the warmest athlete who wins the race.

Within 10 minutes of starting time the boys should be lying flat on their backs or at least be off their feet in the vicinity of the starting point. Make sure they know where the start is and what time they are to run. Remember, they are nervous and any added excitement or doubt at this point should be avoided. Sweat clothes should be left on until the starter says, *take 'em off*, no matter when the opposing runners remove theirs. After that time, there is nothing for the coach to do but watch for faults which will pop up under extreme pressure and plan to work on them the following week.

Double Reverse from the Slot T

(Continued from page 49)

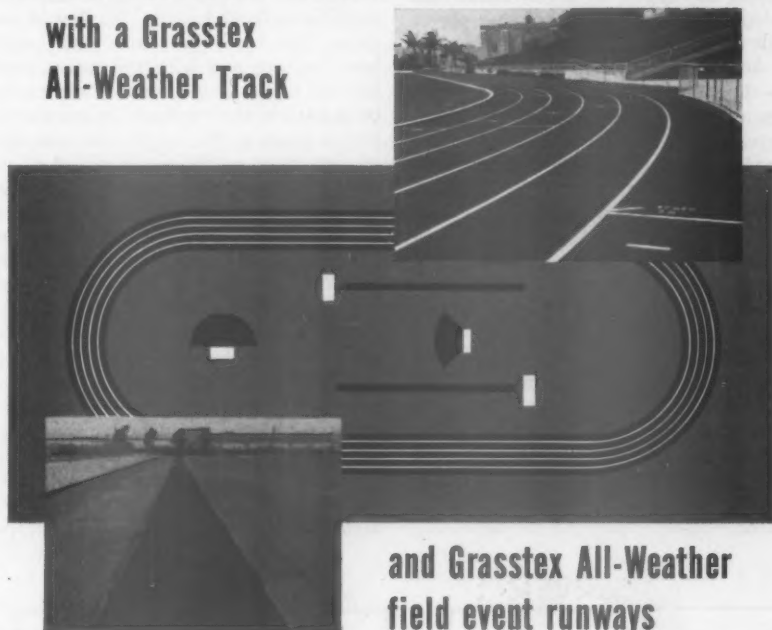
of the quarterback, halfbacks, and guards are the same as they are on the double reverse with the slot back carrying. The off-side end takes a drop step with his inside foot and works himself deeper in the backfield with his second and third steps. The hand-off is the same and most of the team is out in front of the end.

In order to have a good offense, a

team must be able to stop the pursuit and the keying of the defense. We believe the double reverse accomplished this better than any other play. It is true that the double reverse is not very effective against a *dead-head* defense, one that does no keying or pursuing. However, against a defense of this type a reverse should not be needed.

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Service Return Stroke for Singles

By AL ROBINSON

Tennis Coach, Plant City, Florida, High School

THE service return is vitally important in the sport of tennis, yet it is sadly neglected. Next to the service stroke we would say that the service return stroke ranks second. When two players of supposedly equal ability are pitted against each other, the player with the better ability in return of service stands the best chance of winning his opponent's service which is the only way a set or a match can be won. The player with the greatest number of service breaks will be the ultimate winner of any match.

A receiver should be ready to work for a service break when the opportunity presents itself. He should attempt a service break every time he is in the receiving position. If he is ahead in the game score, he should go all-out for a service break. If the receiver is behind 30-love or more in the game score, he should not work too hard to get a service break in that particular game unless it is a crucial one. He may exhaust himself and subsequently endanger his chances of holding his own service.

In preparing for his opponent's service, the receiver should position himself so that he can cover the backhand return area as well as the forehand return area (Diagram 1). The weight of his body should be evenly distributed over the balls of his feet. He should assume the ready position with good body balance and with the racket held in front of his body so that it can easily be placed in the forehand or backhand return position. We might add, that the receiver must not be overly tensed when he is in the ready position. Extreme tenseness in this position will make a double action necessary. His muscles will have to be relaxed and tensed again in order to make the correct physical movements for the service return stroke.

As the server tosses the ball, and just prior to the racket striking the ball, the receiver should place his feet in slight movement. He can achieve this movement by taking a slight hop straight up or shuffling his feet. A movement of this type can be accomplished with the feet in a parallel position, or one foot slightly in front of the other. In hop-

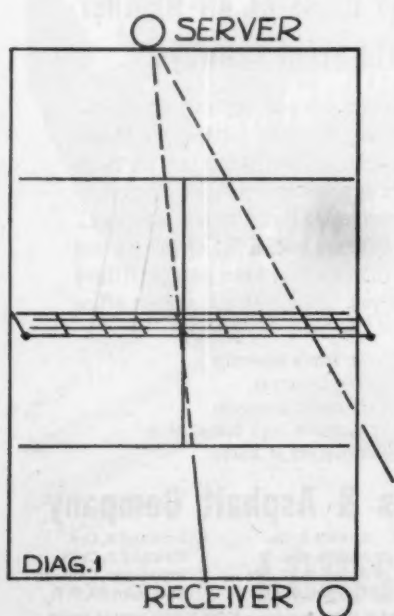


DIAG. 3

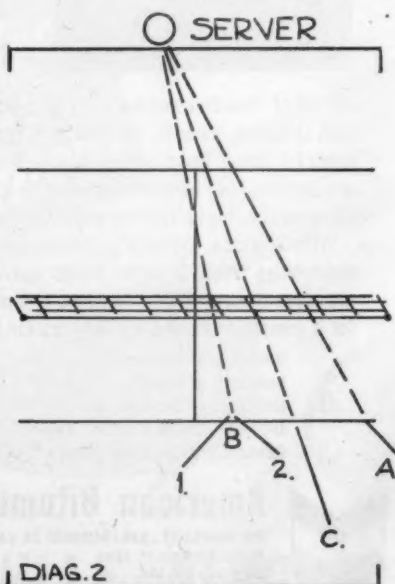
ping or shuffling his feet, the receiver may get off the court only an inch or less, or he may move his feet slightly. However, this movement of the feet causes the necessary tension in the body muscles.

Against the spin or slice services which will take a high bounce or break to the forehand or backhand side, and the flat or cannon ball service which bounces straight and fast, two alternatives are possible depending on what the receiver's intentions are (Diagram 2). If the receiver wishes to make a safe return, he usually plays a little deeper to watch the break of the serve. Should he wish to make an offensive return which can put him in an offensive position, he moves to a position on the baseline or just inside the baseline to return the service before it can break. In the latter position, the receiver will be able to make a quicker and stronger return which will give the server less time to prepare himself at the net or baseline for the receiver's stroke.

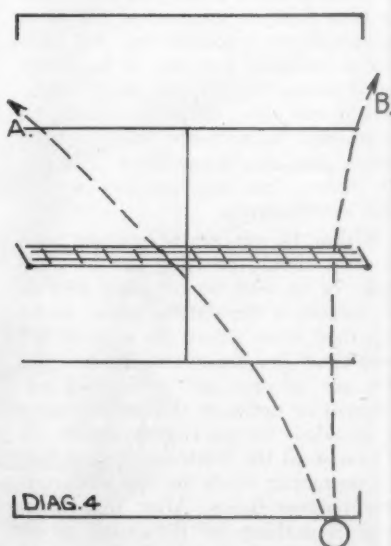
From the time the server places the ball into his hand in preparation for



DIAG. 1



DIAG. 2

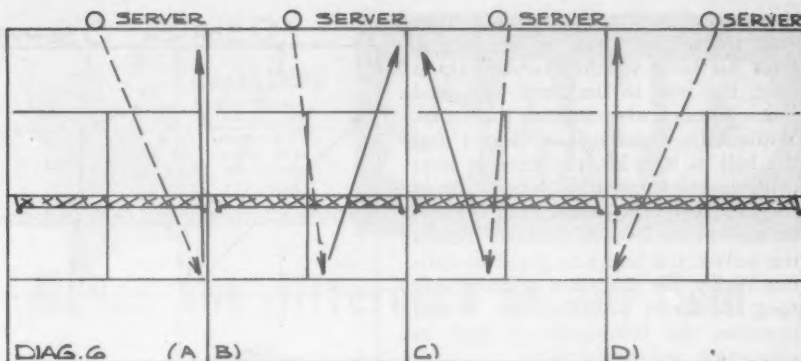


DIAG. 4

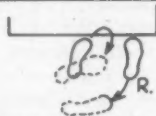
Diag. 2—(A) Slice Service; (B1) Twist Service; (B2) Top Slice Service; (C) Cannon Ball.

his service toss, the receiver must concentrate and keep his eyes fixed on it until the point is won or lost. As the server's racket touches the ball, the receiver must determine immediately whether it will be served to his backhand or forehand. Against many servers the receiver can tell the type of serve, or whether the ball will be served to his forehand or backhand. This is possible by watching the server's toss in relation to his body, and the racket angle and action of the racket as it hits the ball.

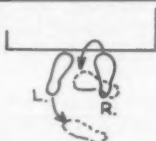
As soon as the receiver has determined to which side the ball will be hit,



FORHAND RETURN OF SERVICE



BACKHAND RETURN OF SERVICE



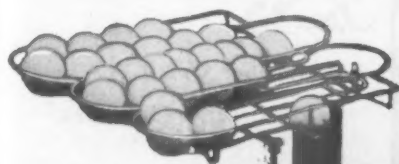
DIAG. 5

he should immediately assume the regular forehand or backhand grip. One grip, the continental, can be used in return of service. This grip allows the receiver to hit from the forehand or backhand side without changing grips, but requires a strong wrist and is not recommended for the average player. The continental grip is taken on the racket handle between the orthodox forehand and backhand grip.

As the service comes toward the receiver, he rotates his hips and shoulders to the side from which the ball is to be hit. For the forehand service return to which the receiver must move, he

should step and lead with the left foot and pivot on his right; for the backhand service return to which the receiver must move, he steps and leads with his right foot and pivots on his left (Diagram 3). If the ball comes too close to his body for a normal forehand service return, the receiver should step back with his right foot and step forward with his left foot as he makes his stroke. Should the ball come too close to his body for the normal backhand service return, he should step back with his left foot and forward with his right foot as he hits the ball (Diagram 5). In all normal instances for

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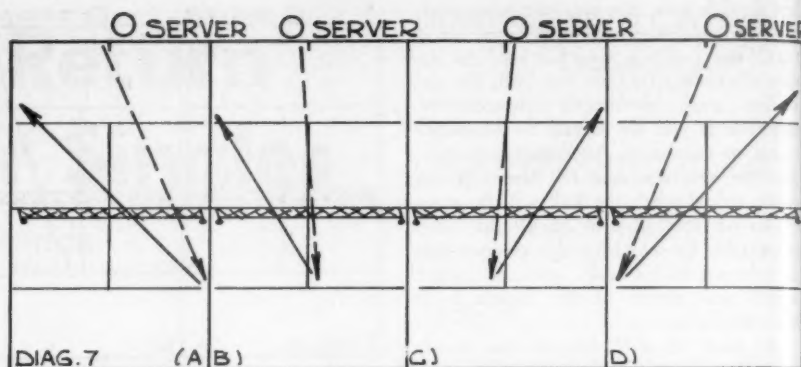
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the service return, the receiver must step toward the ball as he hits it, have his body weight flowing into it from the rear to the front foot, and follow through when making the stroke. Without flow of the body weight into the ball as it is hit, the receiver loses control and strength in his return of service. Naturally, there will be instances when he will have to return the service the best way possible without regard for the rules of form, but these instances will be few if the practices and techniques set forth in this article are carried out.

The backswing is not too long in the service return stroke. It is a rather short backswing, because the speed of a strong service will not allow a normal or long backswing. Taking a normal backswing against a fast service will usually cause the receiver to hit late (Diagram 4). The necessary force for the return of service will be made possible for the most part by the speed of the service plus the return of service stroke.

In most instances, it is best to make the service return down the line. In the even court return, the receiver must hit the ball down the backhand side-

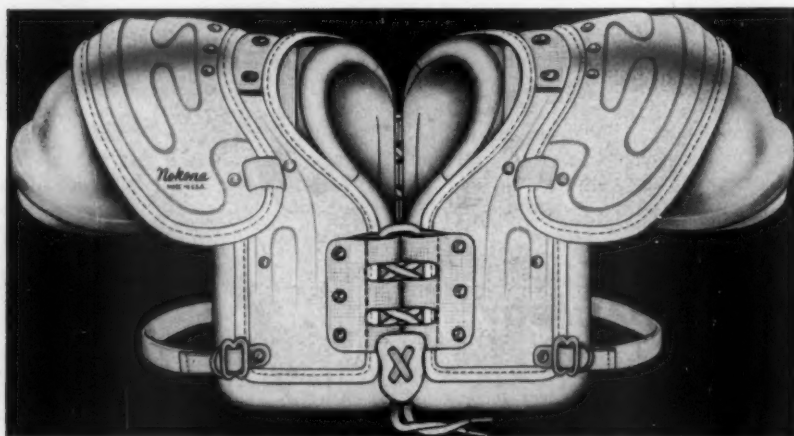


line of the court to the server. In the odd court return, he must hit the ball down the forehand sideline of the court to the server (Diagram 6). Thus service returns will cause the server to go the greatest distance for the return of his service, and in turn will give the receiver time to set himself for the server's next shot. Cross-court service returns are effective occasionally to give variety to the service return stroke and keep the receiver from anticipating (Diagram 7). Cross-court service returns must be made with the intention of breaking the plane of the sideline,

or hitting the ball at the server's feet as he rushes the net.

In making the return of service, a receiver should not be concerned about winning the point on his service return, but about returning the ball where the server is unable to make an offensive return. An outstanding error in most instances of service returns is that the receiver will usually try to slam out a winner on his service return. He must vary his return of service.

If the server has a soft or weak service, the receiver should take advantage



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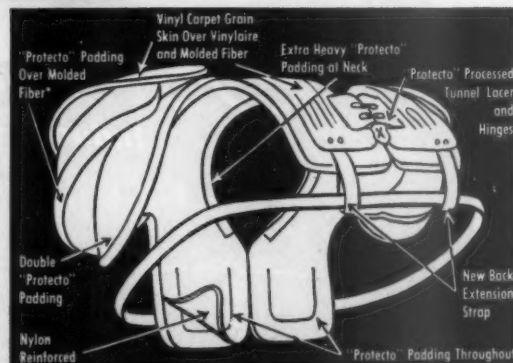
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of an opportunity to move in and do something with the service and place the server at an immediate disadvantage.

In playing against a server who plays on the baseline after his service, the receiver need not place the ball with the narrow margin of accuracy that is usually required against the server who attacks the net after his service. A receiver must wait for a more opportune shot to win the point or attack the net. If the server is staying back, the chances are that he has a poor net game. Against a player of this type the receiver might deliberately bring him to the net and force him into an error.

Against the baseline server the receiver should keep the ball deep to the corners. Occasionally, a cross-court shot can do a great deal to draw the opponent out of position, cause an error, a weak return or an outright winner.

The receiver must avoid giving the server the short ball which in turn can place the receiver at a disadvantage or on the defensive. Hitting a short ball

Al Robinson graduated from Florida Southern in 1955 and began coaching in 1957 at Plant City where in addition to being head tennis coach, he has assisted in football and basketball. His tennis record is outstanding in that his teams have lost only one tennis match of the last 20 played and have been conference champions for the past two years.

is all right if that is the receiver's intention, but it must be short enough so that the server is unable to make an offensive return. However, this type of return is not advisable against a good player.

The server who attacks the net usually has a good net game or tries to give the impression that he has one. A server who has a good net game will give the receiver trouble if he is not able to cope with the service. The type of server who attacks the net and cannot volley very well will not give any trouble if the receiver plays with any accuracy.

Against a good net player the receiver must make his returns accurately. He should return the ball low with moderate speed down the line or cross-court with top-spin which causes the ball to hit at the server's feet. If the server rushes the net fast and hurriedly, it will probably be best to return the ball down the line. If the server is rushing normally, it will be best to return the ball at the server's feet causing him to hit his shot up or weak.

Even if the receiver cannot pass the



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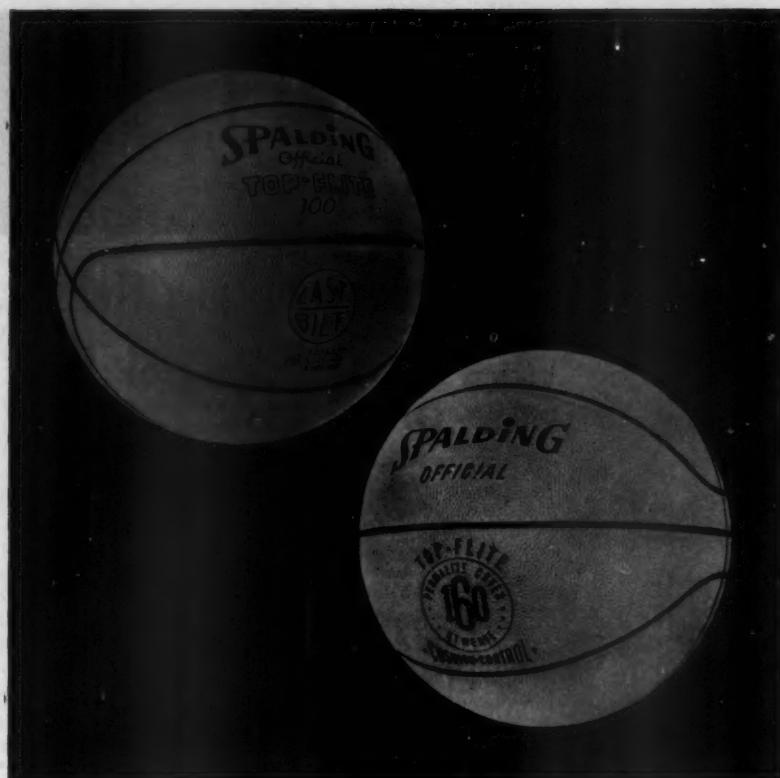


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server clean, his shot should be placed so that it will force the server into making an error or a weak return which the receiver can possibly put away on the next shot. The receiver must be willing to gamble against the player who rushes the net, especially if the server is a good volleyer. A drive down the line is more risky, but offers the best chance of a passing shot. The cross-court drive is safer, but should be placed low at the server's feet. Occasionally, the receiver may drive his return of service directly at the server who rushes the net. This can sometimes cause the server difficulty in his volley. Avoid giving the server the return of service about shoulder high, for this shot will give him an excellent opportunity to volley for a winner.

When it is possible, an occasional lob against the server who rushes the net can be effective. True, there may be little or no opportunity to use this particular shot against the good server, but the receiver must not overlook the opportunity to use it.

The receiver must make the server work hard. He should not let the server attain any success without a hard fought battle. Furthermore, the receiver should never make it easy for the server by making unnecessary errors. A receiver's intentions should always be to obtain a service break. As previously stated, this is the only possible way to win.

The big service is having its popularity, but it must and can be conquered or at least checked. Today's player does not spend enough time practicing proper techniques in the service return stroke. There appear to be two primary reasons: he does not have adequate players with strong services to practice against; or else he spends too much time on offense, and trusts to luck that he will be able to get the strong service back and obtain that much needed service break. Players who wish to attain any degree of supremacy in the sport of tennis must be made aware of the importance of the service return stroke, and spend sufficient time on this phase of the game.

End Play

(Continued from page 12)

movement with his right foot and spins backward by placing his left foot to the rear of his right. Then the end crosses his left foot over his right and takes off in full stride toward the outside.

The change-of-pace deserves consideration. Actually, the basic premise of this technique, which is to keep forward progress under control until a burst of speed will put the end in the

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Illustration 8

clear, should be a part of all the previously described maneuvers. Speedier boys are usually more successful in using this method than others. However, the player who is able to appear to be running at full speed will realize the most satisfying results.



Illustration 9

Pass Receiving. Catching passes is an art most ends want to cultivate. Therefore, it should be easy for them to learn, but this is not always the case. Many seasoned players often use incor-

Illustration 10



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Illustration 11



Illustration 12



Illustration 13

rect techniques. The old adage, *receive the ball with the thumbs up*, is the best rule to follow in this department. There is only one situation in which it does not apply and that is in the case of a hook pass that is caught well over the head of the receiver (Illustration 8). On all other passes, the quick (Illustration 9), low pass (Illustration 10), hook pass (Illustration 11), and the over-the-shoulder the rule should be followed.

The correct form for receiving might be understood better if the end would

handle the ball as if it were a baby, making contact with his fingers first while keeping his arms bent slightly or cradled. When caught, the ball should be brought into his body and tucked under his arm. A mistake some ends make is running with their arms extended for more than a few yards before they receive the ball which slows their forward progress. The right way is to move for the ball at the last second. Another error committed by receivers is the dramatic dive for the ball. *Never leave your feet* is a basic

axiom for sound football play and, naturally, holds true in this case. Control of the body is lost and the extra steps which could have been taken during the dive might have allowed the end to reach the ball. The dive catch does make spectacular viewing when it is completed. However, for every one caught, many more have been missed. The good receiver keeps his feet, does not go for the ball until the last second, and upon receiving it runs with all speed toward the goal line.

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for defensive play is: *beat the other man to the punch*. This is especially true in end play where initial success depends upon how quickly a man can get across the line of scrimmage and then how well he can diagnose and meet the play. Quickness of movement may be obtained by drilling, but anticipation of an opponent's play comes from game experience.

The theory of defensive end play has undergone some changes in recent years. The method we shall discuss, the semi-crash, to our way of thinking, is the best means of meeting the varied demands of modern football.

Our first consideration is stance and both ends should keep their inside foot forward, body upright and bent slightly forward, hands low and loose in front of the body, but ready to shiver a blocker (Illustration 12). This position allows the end to observe the movements of both the backs and interior linemen. Also, he is set for a hook block by the offensive end. This greater vision helps him determine what course of action he should take, and once it is determined he is in the best possible position to carry out the action. Smaller ends, or those desiring more power, may move the hand which is away from the ball to the ground, assuming a tripod stance (Illustration 13). It is advisable to assume this stance when putting a rush on the passer.

Position and Play. Where the end plays on the line of scrimmage depends upon the defense and the wishes of the coach. However, a sound law to follow is: *Never play in a position where you may be hooked in*. Following this line of thinking, the end should play as close to the outside shoulder of the offensive end as he dares, usually a foot to a yard. He should take three steps across the line at a 45 degree angle or direct his charge toward the on-side halfback. The end should take a short step with his inside foot, and then two normal strides, finishing with his inside leg forward. Foot movements for right ends are left, right, left. For left ends they are right, left, right. Thus the end is placed in a strong position to fend off blockers coming from the inside, and he can get to the outside quickly by using a cross-over step. If a pass develops, he should continue his forward progress; if the play goes away from him, he should pursue behind the line of scrimmage or use a route prescribed by the coach. As stated previously, ends should anticipate the play of the opponent. Down, distance, and the game situation have some bearing on their action. Generally, when an end run is expected, the



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end should angle his charge slightly to the outside; he should not play any wider along the line of scrimmage.

For off-tackle plays and inside reverses the angle of the charge should be slightly to the inside, and in some cases right down the line. The end should meet these plays low and with his inside shoulder. In passing situations, he should direct his charge toward the outside shoulder of the on-side halfback rushing the passer from the outside in. Some coaches allow the ends to drop off on pass defense and cover the flat. This option tends to

make the end lazy; it is much easier to wait than to rush. Let the linebackers and halfbacks cover the receivers; the ends should place the pressure on the passer.

Hands and Savvy. Many ends fail to use their hands properly; they prefer to tie up shoulder-to-shoulder with an offensive blocker. By doing so, the player lessens his opportunity for vision and maneuverability, two very important factors in successful end play. There are times, of course, when the end must use his shoulder and with good effect. A successful end uses his

hands to good advantage. In order to get the most power from a shiver, the hands should be thrown from the hips, elbows locked with the heels of the hands hitting underneath the opponent's shoulder, and if at all possible, the inside foot placed in a forward position (Illustration 14).

A good practice to develop is to observe cheats, give-a-ways or keys by opposing backs or linemen. When playing a team that pulls the tackle against the end, the tackle may look for the end, and in breaking from the huddle, change the position of his feet or take the weight of his body off his hands. This tells the end the tackle is coming his way. It is certainly an advantage to know where the play is going. Backs may tip off by a glance in the direction of the flank, by changing their position in the backfield or by reversing the position of their hands and feet.

An end should never wait for an opponent to throw a block but should hit him first with a shiver. He should not allow a runner to fake him out. Instead, he should fake the back into the direction the end wishes him to run.

Rushing the Passer, Kicker. In a passing situation, an end may assume either the upright or the tripod stance. The latter will give him more speed, and he will be lower when meeting the opposition's block. From the upright position he will be better able to observe the passer's retreat and to know which of the defenders will block him. As a general rule, ends should rush passers from the outside in.

The first technique we shall discuss should be used early in the game to check the caliber of the player who is blocking on passes. The method is a simple one and a tester of character for both parties. The end moves across the line with great speed, drops his shoulder into the blocker, trying to knock him over, and thereby gets a



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Illustration 15

chance at the passer. Should the blocker prove to be a formidable opponent, a little finesse will be required to get around the immovable object. One means to use is the side step, a move which requires some agility, and includes the head and body fake in its action. This maneuver differs from the passing fake in that the motion is sideways not an angle, because the end is trying to elude a blocker not a defensive back. Keeping the forward motion to a minimum enhances the probability of the successful completion of this maneuver. This move is also carried out by placing one foot down at a time. For example, as the end approaches the blocker, he should stop his forward progress with his inside foot and fake in that direction (Illustration 15). Then he moves directly sideward with a hopping motion landing on the opposite foot (Illustration 16). At this point he should be clear of the blocker and able to move forward by driving off his outside foot. The foot movements for left ends would be step with the right, hop to the left, forward to the right; the moves for right ends would be left, right, left.

The use of the side step may be reversed by faking to the outside and rushing from the inside. This is good strategy to use once or twice during a game, but is too dangerous to pursue consistently as it leaves the flanks un-

Illustration 16



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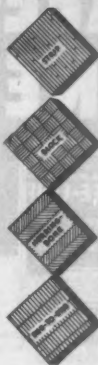
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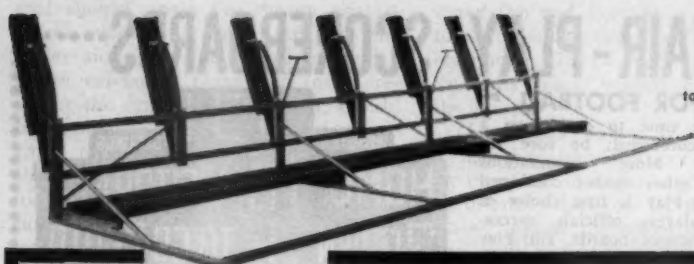


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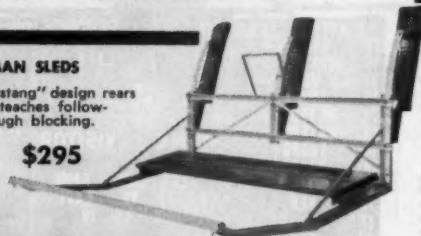


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The hurdle calls for considerable skill and is not recommended for all players. In this maneuver, the end should place his inside hand on the outside shoulder of the blocker, leap around the man, and land on his outside foot, bring the opposite foot through, and then pursue the passer.

Ends should stay high and be trained to raise both hands when closing in on the passer in order to obstruct the opponent's vision. There is also the possibility of deflecting the ball. A set rule for tackling passers high should not be stated, because only the results pay off. Any method that will succeed in bringing the passer down should be satisfactory.

All the techniques discussed in rushing the passer may also be applied to the kicker. The head fake and side step should be emphasized. In a sure kicking situation, fourth down and long yardage, the end may fake out and come back to the inside. When it is not a definite kicking situation, defensive ends should be cautious. Whenever ends or backs split outside as in this case, the offensive players may block back.

Playing Split Ends, Flankers, and Wingbacks. The basic formula for defensive end play, with some modifications, remains the same against split ends, flankers, and wingbacks. An addition must be made to the rule which states: Ends should not play in a position where they may be hooked in. When playing in a vulnerable position, they must take measures to protect themselves against the probability of being blocked in.

The following action is recommended when playing against split ends or flanked backs. When the distance of their split is five yards or less, the defensive end should play on them or split the difference between them and the second man to the inside. If the right end has an offensive player flanked three yards to his outside, he may, as the game situation dictates, play on his outside shoulder or play a yard and a half to the inside. Should he select the latter, he assumes his normal stance; however, on the snap of the ball he should take a step with his rear foot toward the flanker. If the man is blocking back on him, the end is in a good position to fight him off. Should the flanker release, the end drives off the planted foot to the play.

Any time an end or a back splits more than five yards the secondary should cover him and the ends should play their regular game. If both an end and a back split, either the end or a linebacker must cover one of these

men with the defensive halfback.

The wingback, as employed in the single wing and wing T formation, does present a problem for the defensive end. If he plays too close to the end, he may be blocked in by the wingback; if he plays too wide of the wingback, he is giving the offense a hole between the tackle and himself. However, by being aware of this danger and making a few adjustments in his play, the end can overcome these difficulties.

The wingback should be considered the end man on the line of scrimmage. Then it is necessary that the defensive end get across the line quickly and meet the charge of this back. If he does not, he will be giving away too much territory and a hole will be made, regardless of the quality of the offensive block. Usually, defensive ends can key the moves of the wingback and learn what the play will be. When the wingback blocks in with the end, the defensive end can expect the off-tackle play and should move in to meet it. When the wingback blocks at the end, he can expect the end run and give ground sparingly. If the wing releases, the defensive end should look for the pass and direct his charge to the fullback, because this man will probably be blocking the end on passes. When the wingback goes behind the line of scrimmage toward the opposite side of the field, most certainly it will be a reverse or trick play. The semi-crash is still used against these offenses and the end's moves should be the same as those described previously.

Drills and Pass Patterns. There are all manner of drills and pass patterns which the ingenious coach or player may think up. Nearly every offensive or defensive maneuver may be practiced with all the ends in a single line under the watchful eye of the coach. Each end, as his turn comes up, performs a specified move. These moves include starts, dip-outs, head fakes, side stepping, etc. When a maneuver calls for body contact, the left ends line up opposite the right ends, each line taking turns at being the aggressor.

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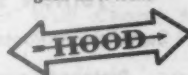
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Garden City, L. I., N. Y. Aug. 21-23. Courses—Basketball. Staff—Frank McGuire, Sherm Scheuerman, Ed McCluskey, Virgil Sweet, Richard Tarrant, Saverio Picariello, Press Maravich, William Van Breda Kolff, and Everett Case. Information—Tuition \$25.00 includes semi-private room and notebook on lectures. Director—George Faherty, Adelphi College, Garden City, L. I., N. Y.

ALL-AMERICAN C. C.

Bemidji, Minn. Aug. 3-5. Courses—Football, basketball, eight-man football, wrestling and officiating. Staff—Ara Parseghian, Rip Engle, Jim Maloskey, Pete Newell, John Norlander, Jim Witham, Rometo Marcias, Lou Filippi, and Mike Lagather. Information—Tuition \$15.00. Director—K. E. Wilson, 1428 Bixby Ave., Bemidji, Minn.

ALL-STAR H. S. FOOTBALL CLINIC

Evanston, Ill. Aug. 2-4. Courses—Football. Staff—Otto Graham, Wayne Hardin, Jordan Oliver, Dan Devine, Jim Owens, Murray Warmath, Ara Parseghian, and Alex Agase. Information—Tuition \$75.00 includes room and board. Director—Tom King, Merchandise Mart, Chicago, Ill.

SO. CALIF. F.B. COACHES ASSN.

Costa Mesa, Calif. May 6-7. Courses—Football. Staff—Allen Woolard and C. E. Underwood. Information—Members free; non-members \$5.00. Director—C. A. Van Hoorebeke, Anaheim High School, Anaheim, Calif.

COLBY COLLEGE C. S.

Waterville, Me. June 21-23. Courses—Football and basketball. Staff—Dan Devine—others to be announced. Information—Tuition \$20.00 if paid by June 1, and \$25.00 after that date. Director—Ellsworth W. Millett, Colby College, Waterville, Me.

COLORADO H.S. COACHES ASSN.

Pueblo, Colo. Aug. 16-19. Courses—Football, basketball, track, and training. Staff—To be announced. Information—Tuition \$15.00. Director—Don Des Combes, 525 W. Midway, Broomfield, Colo.

COLORADO, UNIV. OF

Boulder, Colo. First term June 16-July 21; second term July 24-Aug. 26. Courses—Football, basketball, baseball, track, and training. Staff—Everett Grandelius, Sox Walseth, Frank Prentup, Frank Potts, and Floyd Williams. Information—Tuition residents \$40.00 per five-week term; non-residents \$85.00. Director—Harry Carlson, University of Colorado, Boulder, Colo.

CONCORDIA C. S.

Moorhead, Minn. Aug. 13-16. Courses—Football, basketball, training, and wrestling. Staff—Murray Warmath, Bowden Wyatt, Lloyd Stein, and Wally Johnson. Information—Tuition \$15.00. Director—J. M. Christiansen, Concordia College, Moorhead, Minn.

CONNECTICUT, UNIV. OF

Storrs, Conn. Aug. 8-10. Courses—Football,

basketball, and soccer. Staff—Rip Engle, Daniel Casey, and Walt Logoski. Information—\$10.00 registration fee for non-CIAC members. Director—J. O. Christian, University of Connecticut, Storrs, Conn.

EASTERN PA. COACHES ASSN.

East Stroudsburg, Penna. June 19-22. Courses—Football and basketball. Staff—Wayne Hardin, Jerry Burns, Bob Blackman, Alonzo Gaither, Phil Marion, Frank Kavanaugh, and Jack Gardner. Information—Tuition \$50.00 includes room and board. Director—Marty Baldwin, Box 205, East Stroudsburg, Penna.

FLORIDA A & M COLLEGE

Tallahassee, Fla. June 12-16. Courses—Football, basketball, and training. Staff—Franc Broyles, Paul Allyson, Bill Peterson, Hugh Daugherty, and Sam Lankford. Information—Tuition \$17.00 with credit; \$26.50 without credit. Director—A. S. Gaither, Box 61, Florida A. & M. University, Tallahassee, Fla.

FLORIDA STATE UNIV.

Tallahassee, Fla. June 8-10. Courses—Football. Staff—John Bridgers, Paul Bryant, Dan Devine, Jack Faulkner, Vince Lombardi, Bill Peterson, and staff. Information—Tuition \$25.00 includes housing. Director—Vaughn Mancha, Dir. of Ath., Florida State University, Tallahassee, Fla.

IDAHO COACHES ASSN. C. S.

Sun Valley, Idaho. Aug. 7-11. Courses—Football, basketball, track, and training. Staff—Ray Graves, Jack Green, Pepper Rogers, Fred Taylor, Bob Cousy, and Red Burnett. Information—Tuition \$10.00 members; \$15.00 non-members. Director—Jerry Dellinger, Nampa High School, Nampa, Idaho.

EASTERN ILL. UNIV.

Charleston, Ill. June 13-14. Courses—Football, basketball, baseball, track, wrestling, and gymnastics. Staff—Jerry Burns, John Benington, Leo Schroll, and George Marshall. Information—Tuition free. Director—John W. Masley, Ath. Dir., Eastern Illinois University, Charleston, Ill.

SOUTHERN ILLINOIS UNIV.

Carbondale, Ill. Aug. 23-24. Courses—Football and basketball. Staff—Norris A. Patterson and Fred R. Taylor. Information—Free to S.I.U. alumni and Illinois high school coaches; \$10.00 for others. Director—Dr. Andrew T. Vaughan, Southern Illinois University, Carbondale, Ill.

INDIANA BASKETBALL SCHOOL

Newcastle, Ind. Aug. 3-5. Courses—Basketball. Staff—To be announced. Information—Tuition \$10.00 includes set of notes. Cost of room approximately \$5.00 per day; meals \$5.00 per day. Director—Cliff Wells, Box 83, Tulane University, New Orleans, La.

KANSAS H.S. ACTIVITIES ASSN.

Wichita, Kans. Aug. 14-17. Courses—Football, basketball, track, and training. Staff—Jack Mitchell and Pete Newell. Information—Tuition \$8.00. Director—C. H. Kopelk, Box 495, Topeka, Kans.

MICH. STATE COACHES CLINIC

East Lansing, Mich. May 11-12. Courses—Football. Staff—Bear Bryant, Elmer Engle, and Duffy Daugherty. Information—Enrollment fee \$5.00. Director—Continuing Education Service, Michigan State University, East Lansing, Mich.

MISS. ASSN. OF COACHES

Jackson, Miss. Aug. 8-11. Courses—Football and basketball. Staff—Dave Nelson, Ara Parseghian, Fuzzy Brown, Joel Eaves, and Bill Farris. Information—Tuition \$10.00 members; \$15.00 non-members. Director—Hartwell McPhail, Mississippi College, Clinton, Miss.

S.W. MISSOURI C. S.

Springfield, Mo. July 6-7. Courses—Football, basketball, track, and training. Staff—to be announced. Information—Tuition \$3.00. Director—Aldo Sebben, Southwest Missouri State College, Springfield, Mo.

MONTANA STATE COLL.

Bozeman, Mont. June 6-9. Courses—Football, basketball, and training. Staff—Jerry Burns, Herb Agocs, Charles Orsborn, Keith Lambert, and Marshall Cook. Information—Tuition no credit \$14.00; one credit \$18.00. Director—Gene Bourdet, Montana State College, Bozeman, Mont.

NORTHWESTERN UNIV. C.S.

Evanston, Ill. May 5-6. Courses—Football. Staff—Ara Parseghian and Blanton Collier. Information—Registration fee \$3.00. Director—

—Stuart K. Holcomb, Ath. Dir., Northwestern University, Evanston, Ill.

OHIO HIGH SCHOOL C. S.

Canton, Ohio. Aug. 7-11. Courses—Football and training. Staff—Warren Woodson, Rip Engle, Jim Miller, Bill Hess, Ray Graves, and Eddie Wojecki. Information—Tuition \$10.00 members; \$15.00 non-members. Director—Jim Robinson, McKinley High School, Canton 2, Ohio.

OKLAHOMA COACHES ASSN.

Tulsa, Okla. Aug. 6-10. Courses—Football, basketball, and track. Staff—Paul Dietzel, Jess Neely, S. A. Robertson, and Ralph Higgins. Information—Tuition \$1.00. Director—Leon Bruner, 3515 N. W. 24, Oklahoma City, Okla.

OREGON, UNIV. OF

Eugene, Ore. June 12-16. Courses—Football, basketball, baseball, track, training, and wrestling. Staff—Rip Engle, Don Kirsch, Bill Bowerman, and Don Slocum. Information—Tuition \$22.00. Director—A. A. Esslinger, School of Health, Physical Education, and Recreation, University of Oregon, Eugene, Ore.

POMONA COLL. C. C.

Claremont, Calif. June 3. Courses—Football. Staff—Woody Hayes and Bob Devaney. Information—Registration fee \$1.00. Director—Chuck Mills, Pomona College, Claremont, Calif.

SO. CAROLINA COACHES ASSN.

Columbia, S.C. Aug. 6-11. Courses—Football and basketball. Staff—Dan Devine, Ben Schwartzwalder, and Joel Eaves. Information—Tuition members \$5.00; non-members \$10.00; \$15.00 for both courses. Director—Harry Hedgepath, 1623 Harrington St., Newberry, S.C.

SOUTH DAKOTA ATHLETIC ASSN.

Huron, S.D. Aug. 14-16. Courses—Football and basketball. Staff—Dan Devine and Tex Winter. Information—Tuition free. Director—R. M. Walseth, Box 203, Pierre, S.D.

SPALDING COACHING CLINIC

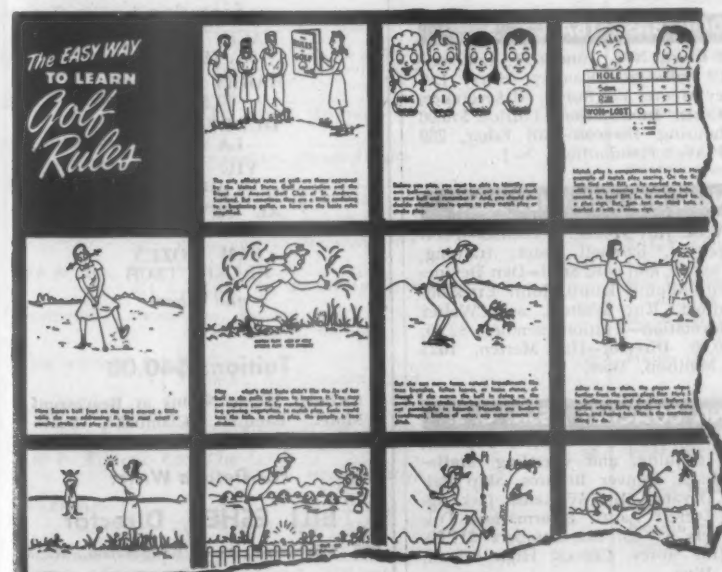
Monticello, N.Y. June 26-30. Courses—Football, basketball, and baseball. Staff—Ben Schwartzwalder, Dan Devine, Wayne Hardin, Murray Warmath, Bill Peterson, Al Sherman, Dave Nelson, Leo Strang, Rev. P. Fenton, Joel Eaves, Adolph Rupp, Forrest Anderson, Clair Bee, Fred Taylor, Bill Sharman, Ed Donovan, Mickey Fisher, and Ray Walsh. Information—Tuition free. Directors—Haskell Cohen, 8022 Empire State Bldg., New York 1, N.Y. and Clair Bee, New York Military Academy, Cornwall-on-the-Hudson, N.Y.

TEXAS H.S. COACHES ASSN.

San Antonio, Texas. Aug. 6-10. Courses—Football, basketball, baseball, track, and training. Staff—John Bridges, Frank Broyles, Claude Gilstrap, Blanton Collier, Joe Golding, Hunter Kirkpatrick, Pete Ragus, T. W.

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TENNESSEE COACHES ASSN.

Cookeville, Tenn. July 25-28. Courses—Football, basketball, baseball, track, and training. Staff—Paul Dietzel, Bowden Wyatt, Adolph Rupp, Dave Aaron, Austin Peay, Bill Krueger, and Sam Lankford. Information — Tuition free. Director — Wilburn Tucker, Box 187-A, Tennessee Tech, Cookeville, Tenn.

TRI-STATES COACHES CLINIC

Bristol, Va. June 7-9. Courses—Football and basketball. Staff—Darrell Royal, Ara Parseghian, Clay Stapleton, Alex Agase, Bob Vanatta, and Lou Rossini. Information—Tuition \$15.00. Director—C. P. Curcio, Box 484, Bristol, Va.

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VIRGINIA STATE COLLEGE

Petersburg, Va. June 19-23. Courses—Football, basketball, and track. Staff—Dan Devine, Ben Carnevale, and Leroy T. Walker. Information—Tuition \$15.00. Director—W. W. Lawson, Virginia State College, Petersburg, Va.

WASHINGTON H.S. COACHES

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Wildwood Crest, N. J. June 8-11. Courses—Basketball. Staff—Jack Ramsay, Harry Litwak, Duddy Moore, Vic Bubas, Al Severance, and Sam Cozen. Information—Tuition \$40.00 includes housing. Director—Bill Esher, 209 Briarwood Ave., Haddonfield, N. J.

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WYOMING COACHES ASSN. C. S.

Laramie, Wyo. May 5-6. Courses—Football, basketball, training, and wrestling. Staff—Frank Filchach, Denver Broncos, Skip Palrang, Bob Devaney, Jim Williams, Jack Agers, and Everett Lantz. Information—Tuition members \$10.00; non-members \$11.00. Director—Jim Storey, Central High School, Cheyenne, Wyo.

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☐ "Organization and Administration of
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- ☐ Locker Room Slogans, \$1.50
- National Golf Foundation,
☐ Complete plans for charging sled, \$1.50
- ☐ Golf Instructors Guide, \$2.00
- ☐ Wall Charts "The Easy Way to Learn
Golf Rules," 50 cents each
- Prentice-Hall, Inc., 80,
☐ "Aquatics Handbook," M. Alexander
Gabrielsen, Betty Spears, and Bramwell
W. Gabrielsen, \$5.25
- Ronald Press Co., The, 16,
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- National Golf Foundation _____ (MW) 52
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- Nissen Trampoline Co. _____ Cover 4
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- Nocona Leather Goods Co. _____ 72
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- Northwestern Coaching Clinic _____ 54
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- Prentice-Hall, Inc. _____ 80
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- Program Aids Co., Inc. _____ 54
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100 Fernwood Ave., Rochester 21, N. Y.
- Protex-All Mfg. Co., Inc. _____ 73
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- Rawlings Sporting Goods Co. _____ Cover 2
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- Riddell, Inc., John T. _____ Cover 3
1259 N. Wood St., Chicago 22, Ill.
- Ronald Press Co., The _____ 16
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- Ross Co., Harold _____ 9, 10
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- Seamless Rubber Co. _____ 39
New Haven, Connecticut
- Spalding & Bros., Inc. _____ 74
Chicopee, Massachusetts
- Spalding Coaching Clinic _____ (E) 83
Haskell Cohen, Room 8022, Empire State Bldg., New York 1, N. Y.
- Spanjian _____ 67
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- Spot-Bilt, Inc. _____ 55
432 Columbia St., Cambridge 41, Mass.
- Texas Coaching School _____ 20
L. W. McConachie, Perry Brooks Bldg., Austin, Texas
- Tri-States Coaches Clinic _____ 84
C. P. Carcio, Box 484, Bristol, Va.
- Troy Laundry Machinery
Div. of American Machine and Metals, Inc. _____ 78
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